V. 12, #12
Jan 82

The Hamilton College
Spectator
CLINTON, NEW

Volume XII, Number 12
January, 1982

During the month of January, *The Spectator* abandons its regular weekly format in favor of The Winter Magazine. The feature length articles presented in this issue are lengthier and less news-oriented than those in our weekly editions. Weekly publication resumes in February under the editorship of Larry Person.

The Spectator

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The Spectator, *a newspaper edited by students, is published weekly while classes are in session by the Publications Board, Hamilton College, Clinton, New York. Second-class postage paid at Clinton, New York. (Publication Number: USPS 612-840). Subscriptions: $10 a year. Address: Box 79, Hamilton College, Clinton, New York 13323. Offices located in the Bristol Campus Center, Hamilton College. Phone: (315) 859-7101. Newsline: x4911.*

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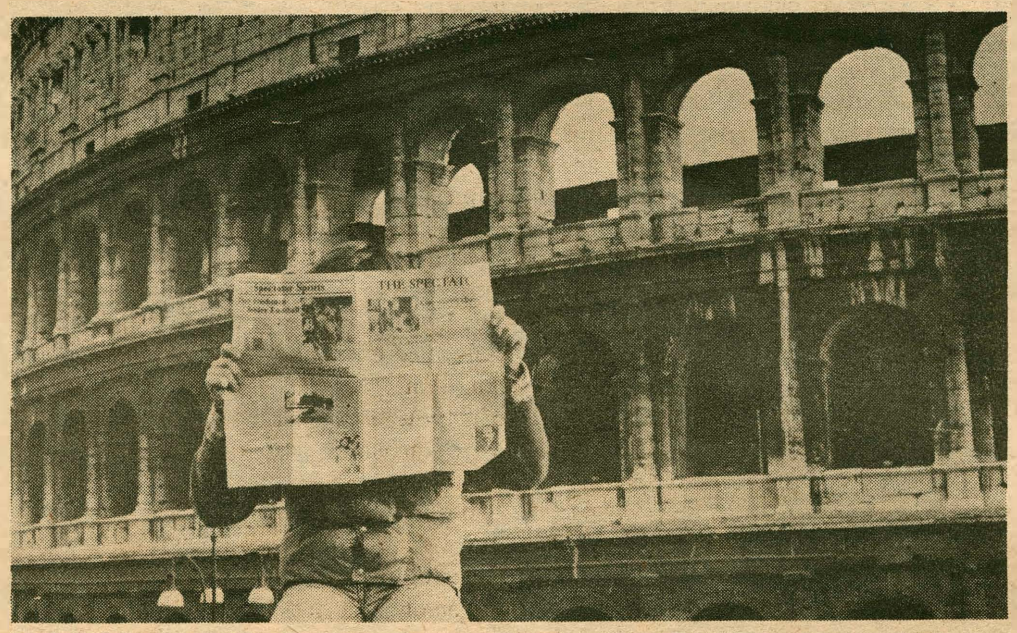

We're not saying anything, but...

letters

Urban: help wanted

TO THE EDITOR:

In his article, "Hubpubdrub", John Mack has fallen into the same trap of apathy and indifference that he criticizes. Don't worry Macker, I still love you, and you are still my favorite rogue and vagabond on campus, but let's hear some ideas about how to make the Hub/Pub better, or at least more enjoyable. In fact, I haven't received much input on the Pub these days. When I ask a cynical senior or a fiesty freshman about ways of ameliorating the Pub situation, all I seem to get is a grunt or two. Granted the Hub/Pub could use some major improvements and a greater variety of entertainment, but where are those positive suggestions which might lessen the agony of social life on the Hill? I just don't buy the act of passing the buck — complaining about the Pub and then going about pointing fingers at who is responsible for such a horrible facility.

I am well aware of the old argument that the students have had super ideas about creating a viable pub, but the college administration has failed to cough up the funds necessary to implement the plans. Actually, this very situation occured when the new Pub was being planned. Let's not sit around and mope about what should have been. The Student Services Committee recommends policy for the Hub/Pub, the Coffeehouse, the College Store, and the Bristol Center. As chairman, I feel that this committee would be the perfect tool to implement change in the Pub and other social areas around campus. This is the proper time to make suggestions about the Pub, since the college administration is now more receptive to changing and improving the social space on campus. So please send any thoughts on the Pub to me via campus mail, or better yet, come to one of the meetings of the commitee and contribute. The committee has arranged an upcoming Senior Pub Night, a Bristol Sunday night bowling league, and made additions to the Coffeehouse to make it a more appealing gathering spot for students and faculty. So Macker, I expect to hear some constructive criticism from you in the future, instead of your dubious rantings.

WARD URBAN '82

The Spectator welcomes all letters to the editor. We attempt to print all letters, but reserve the right to edit for length or libelous content. Names will be withheld from signed letters upon request. No anonymous letters will be printed.

Lengvarsky: alum view

TO THE EDITOR:

I am writing, in part, to respond to the Hamilton Alumni Fund's request that I contribute to the Alumni Fund this year and to participate in 1981-82 as a Class Free Agent. It should be noted that while I have contributed to Hamilton's fund drives since graduating in 1978 that I now question whether, in good conscience, I should continue to do so.

For the record, I am a strong supporter of the fraternity system and it is my belief that the system is an integral part of the Hamilton College educational experience. A review of my years at Hamilton will certainly provide you with an indication of my support. As president of the Delta Upsilon fraternity in 1977 and as president of the IFC during that same year, I worked not only for the fraternity system but also in support of Hamilton College. Few people who knew me then would question my loyalty to both institutions.

It is thus distressing to observe the current administration's increasingly negative attitude regarding the school's fraternities. I daresay, it is not a surprising one. During my tenure at Hamilton, I cannot recall one instance when Mr. Carovano and Co. had attempted to ever deal directly with the fraternities to improve the school's social/educational system. Unfortunately, the administration chose an "us vs. them" position long ago and has never looked back. The DKE episode and the current financial squeeze being placed on the school's remaining fraternities is the culmination of a thought process started long ago by Mr. Carovano and the conveniently displaced Dean Bingham.

Without going into a dissertation on the merits of the fraternity system or attempting to refute the arguments of its detractors let it just be stated that I support the fraternity system and the notion that both the administration and the fraternity system can cooperate to improve the overall quality of student life.

It is sad that in Mr. Carovano's shortsightedness he has attempted to achieve that same goal by destroying one of the positive elements of what can only be recognized as an unbalanced and frequently depressing social system. The current social/living structure has not been adversely affected by the fraternity system, but more so by the administration's lengthy neglect of this area and its long term lack of effort and ability to address the shortcomings of life for the non-fraternity student. What better way to draw attention away from its own failure than to place the blame on the fraternity system. It appears that the administration's actions are not so much motivated by a sincerely felt need to effect a balanced co-educational system but instead to gain absolute control over fraternity properties. I submit that the sacrifice of Hamilton's fraternities will not facilitate the improvement of student life but in fact will contribute to its down grading.

Some final comments: The school has yet to address this entire area with Hamilton's alumni body. Its appeal for funds is never ending. Its justification for its current attack of fraternities is non-existent. It is only right that the school explain its position to the alumni and allow us to use the faculties so well developed at our alma mater to decide for ourselves whether we should continue to financially support a college that has chosen to dismantle a valuable piece of its traditional social system.

As for myself, I choose not to contribute to the school or participate in its Free Agent program until, at the very least, Hamilton's current administration speaks openly and fully to alumni regarding the above. Frankly, whatever the response, I would find it extremely difficult to support the school if it continues to march on its present course and would prefer, instead, to increase my financial support to my fraternity. I would ask that my brothers and classmates, whose feelings are similar to my own, do the same. Support your fraternity now with what Mr. Carovano understands best, money; and let the Trustees know how you feel.

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Who are the Trustees of Hamilton College?

by David Hitchcock

". . .A college, for the institution and education of youth, in the learned languages and liberal arts and Sciences, shall be and hereby is founded and established in the said Town," states the Charter of Hamilton College, granted on a late spring day in 1812 by the Regents of the University of the State of New York. Twenty-four men, comprising "a body corporate and politic," were entrusted with the responsibility of maintaining the school. More than a century and a half have passed, yet it is the same Board whose purpose it is "to operate and maintain" Hamilton, while assuming ultimate legal responsibility for what transpires here.

Over that period since 1812, according to President J. Martin Carovano, the role of the Board of Trustees has changed dramatically. At the beginning, the Board held tight control over the curriculum, even choosing the books to be used in classes taught by Hamilton's three faculty members. As the century proceeded, however, increasing responsibility over the educational program was delegated to the faculty. At the same time, the President was expected to take over the responsibility of managing the College on a daily basis. By 1904, the Trustees had amended the Charter such "that the general government and discipline of the undergraduates shall be committed to the President and faculty, subject to the review and control of the Board of Trustees at its judgement. . ."

Gerald Burns has stated in his work on college trustees that "the majority of the board members, mindful of their *legislative* (rather than *executive*) function, scrupulously avoid interfering in the operations of the institution." Carovano agrees, noting that the Board is a "policy-making body" rather than one which implements that policy. However, Carovano points out that "there is a sharing of responsibility for a variety of decisions" made at today's Hamilton, and that the trustees must approve a great many of these decisions. One such decision is that of tenure. Input comes from students, faculty, the Dean, and the Administration. Ultimately, says Carovano, the Administration comes to a conclusion on tenure, but the Board of Trustees must always approve what has been decided.

For a decision such as that regarding the James Library renovation, the Board is forced to make that initial choice of whether or not to proceed with any work. It was the Board which had to find out where the funds would come from for the project. Likewise, the Board had to come to a decision that the College would raise the money itself; it had to authorize short term borrowing from the State of New York in the meantime. The Board authorized the Administration to engage an architect and finally authorized expenditures totalling 3.5 million dollars for the undertaking of the plan.

As the late nineteenth and early twentieth centuries saw more power being delegated to the administration and faculty in colleges across the country, according to Gerald Burns, it also saw an expansion of committee functions and, as a result of financial problems within the country, more active boards. Today, says Hamilton Board Chairman William Bristol III, the Board's greatest challenge and "primary responsibility is raising and managing money to guarantee the future of the institution." Trustee Emeritus and former Chairman Coleman Burke concurs and lauds Joseph Anderson of Communications and Development for his work on the Alumni Fund, and praises Bristol for setting high goals for Hamilton's financial future. Burke feels that the College's endowment, which is just under 50 million dollars, is in "pretty good shape" and "will go forward" once the national economic situation improves.

David Hitchcock '84 is presently the Assistant News Editor of The Spectator. He will become News Editor in the spring.

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According to Burke and Bristol, the actual role of the Hamilton Board has not changed in recent years. (''Only the faces have,'' says Bristol.) However, the size and make-up of the Board is radically different from what it was both in 1812 and 1900. The original Board consisted of 24 men who were instructed to meet twice a year on the ''last tuesday in May'' and the ''last tuesday in September.'' They were to ''hold their respective Offices, at the will and pleasure of the said Trustees.'' No reference to trustee succession or length

'Neither Burke nor Carovano believes that a student will serve on the board.'

of service were set aside.

By 1904, there were two types of trustees on the 24 man Board: those elected by the Board for seven year terms (Charter Trustees) and those elected by the Alumni Council for four year terms (Alumni Trustees). Ultimate revisions in 1940 and 1946 saw changes to, respectively, 21 Charter and 7 Alumni Trustees, and 16 Charter and 12 Alumni Trustees, elected for six year terms. Six women now serve as trustees, a fact which would no doubt raise the eyebrows of Chairman Bristol's ancestor Joel, a member of the original Board.

Thus there are alumni, non-alumni, men, and women on today's Board. Students have never served on the Board, although they have for some time been included as members of some trustee committees, which, according to Carovano, do much of the work of gathering information about the activities on the Hill. The President feels that the Board does an adequate job in seeing to the ''general welfare'' of the student body. He notes that the Board members are ''not supposed to represent some constituency,'' a fact which he feels some students do not realize. Former Chairman Coleman Burke agrees, and feels that an inclusion of students on the Board ''doesn't really accomplish anything.'' Says Burke, students have little experience, and wealthier students (who could afford to travel to meetings) would have an advantage in getting on the Board. Thus, ''a crazy sort of tokenism'' would result from an attempt at more ''openness.'' Neither Burke nor Carovano believes that a student will serve on the Board in the near future. Bristol has stated with satisfaction that the input

being received by the Board from faculty and students is now sufficient to make good decisions.

Greg Doyle, President of the Student Assembly, presented the Board in December with a proposal for student trustees and is still optimistic about the proposal's chances. He noted the receptiveness of some of the trustees to the reasoning behind the proposal, that a more "representative system" might be worked out. Doyle also noted sentiments expressed by some Board members that they were hoping for younger members in the future.

What are the prerequisites for being a trustee? It has been suggested, explains Carovano, that one possess the three "w's": wealth, wisdom, and willingness. Carovano notes that trustees are not paid; thus, serving is "a demand on time and resources." Many persons would not be able to afford such a post.

The President said that one looks for a person who can offer an "outside perspective," someone "who can step back and look at the institution" in a manner different from academic.

Mr. Carovano emphasized that the trustees need intelligence and wisdom to discern whether "people have thought things through clearly." They should serve as the Devil's Advocate to those on the Hill, says the President. Since members of the Board "cannot come on campus and actually undertake a study," the Board pushes the Administration to bring problems to the surface, an important role.

The Board has been represented by men and women from all walks of life (See Box). Often, a member supplies his or her own special expertise to solve a problem, or brings in a person from outside the Board to offer the needed expertise.

The expertise of the Board as a whole has led to some major accomplishments over the years. To Coleman Burke, the greatest accomplishment of the Board in his 33 years on it was "the determination to set up Kirkland College" adjacent to Hamilton with the assistance of Walter Beinecke, now an Honorary Trustee. Mr. Burke feels that "women have an even greater feeling about Hamilton" now, after the merger, than they would have had had Hamilton simply been made a co-educational institution before the foundation of Kirkland. Burke also believes the Board was quite fortunate in having chosen the presidents it did during his term.

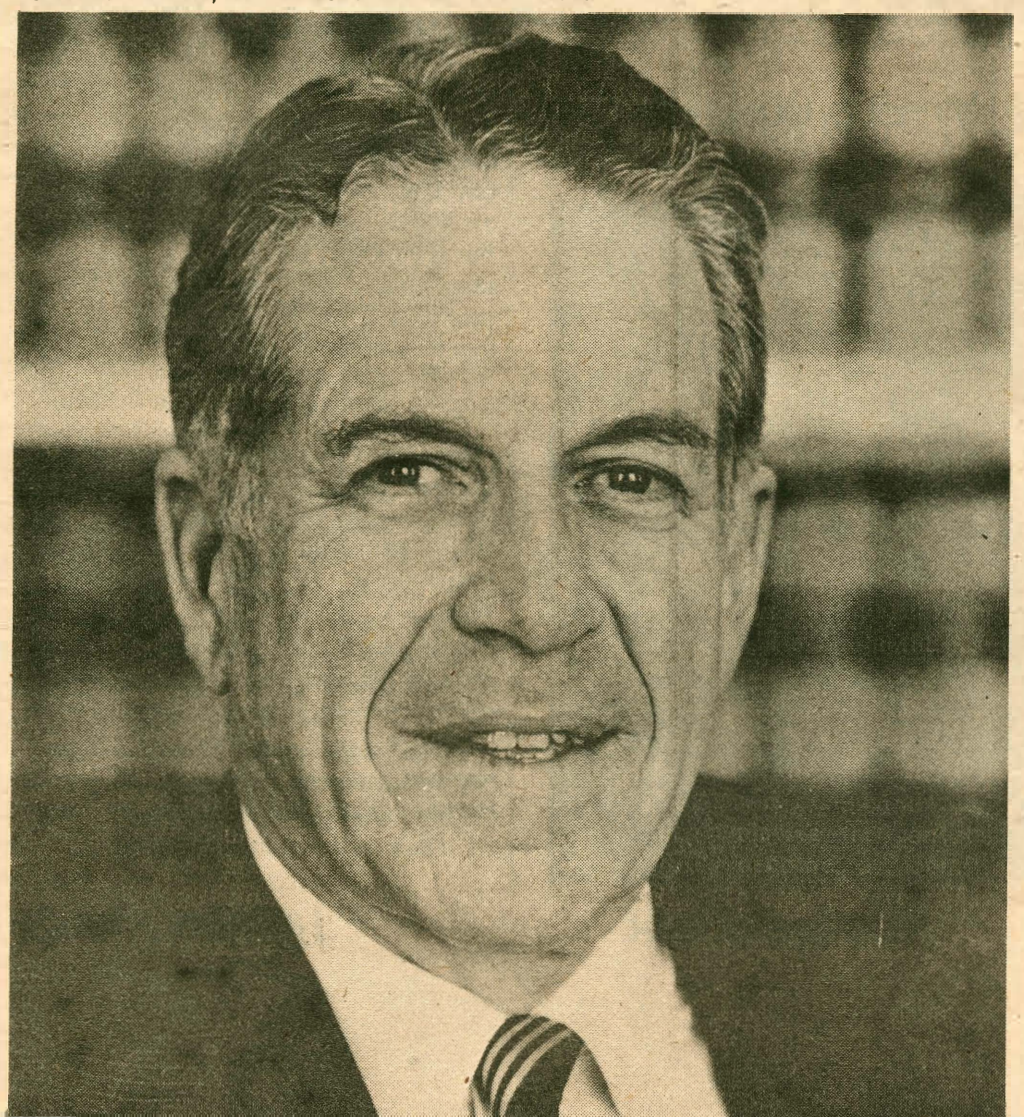
William Bristol III lists as the Board's greatest accomplishments over his seventeen years: (1) "the construction of the Burke Library," (2) "the successful completion of the Priorities Campaign," (3) "the selection of John Chandler and Martin Carovano as Presidents," and (4) "the successful combination of Hamilton and Kirkland into one coeducational institution with a balanced budget."

The Board will be challenged in the years to come to match those accomplishments; as Bristol stated, the major problem of the Board today is "raising and managing" the necessary dollars to support and sustain the College. Whether or not this job can be accomplished remains to be seen; but, should it be done, the Board will be continuing a 170 year tradition.

There are statesmen, journalists, clergymen, doctors, lawyers, six Bristols, and three Roots. Some are alumni; some are not. All hold the distinction of having been Hamilton College trustees. History tells us more about the men than the trustees. Horatio Seymour (1810-1886) was Governor of New York and Democratic candidate for President in 1868. James Schoolcraft Sherman (1855-1912) was William Howard Taft's Vice-President. Elihu Root (1848-1937) was Secretary of State under Theodore Roosevelt and recipient of the Nobel Prize. Sol Linowitz (1913-) was co-negotiator of the Panama Canal Treaties. William M. Bristol (1860-1935) was the co-founder of Bristol-Meyers Co. Henry R. Luce (1898-1967) was the President of Time-Life, Inc., and Alexander Woollcott (1887-1943) was a theater critic, radio host, and member of the famous Round Table group of literary genius. Woollcott, who once told an Ivy League journalist, "My own college was Hamilton, and if you tell me you never heard of it, you can go to hell," was perhaps more renowned for his ability to make an instant hit of a Broadway play than for his philanthropy. However, according to his biographer Samuel Hopkins Adams (1871-1958), another former trustee and noted journalist, "Nobody will ever know how many students owed their Hamilton training, in whole or in part, to him; the operations cover too long a period to be comprised in the secretarial records." Woollcott called such philanthropy "gambling on humanity." Woollcott served on Hamilton's Board for nineteen years, finally resigning because he felt he was "of no more use or influence than a cigar store Indian." Adams wrote, "Where he gave his name, service went with it."

Alexander Woolcott

Coleman Burke, Former Chairman of the Board



'$20,000 is a very small amount to spend where students are concerned'

Bundy dining hall: the last supper?

by Eric Cooperstein

Down College Hill Road, somewhere between the Bristol Campus Center and President Carovano's house, is a minimally used facility known as the Bundy Dining Hall. The decline in the economically efficient use of this building has driven the Administration to seek ways to remedy this situation in some way.

According to Dean of Students Melvin Endy, the idea to do something with the dining hall emerged from President Carovano's "present thinking" this past fall: he indicated a desire to close the hall until it could be used more efficiently. However, Endy states that the proposal he is currently working on does not include closing Bundy. Instead, he tentatively suggests that breakfast would be served much like it is now; students are able to cook their own food. Lunch would probably be eliminated. About 40 students presently eat lunch there now. Regular dinners would continue, along with "magnet nights" to attract students from the rest of campus, such as the Pasta Night every Thursday night.

Endy adds that these are not the only ideas being considered for the meals. For instance, if the dining hall was to be used for lunch, it could be opened up to faculty and staff as well as students. Other ideas for dinner range from the possibility of served meals two nights a week for a slight extra charge on the meal plan, to an *a la carte* dining system where students would pay for what they ate, so that students who ate less would pay less. Such a system would require expensive and sophisticated equipment, but is currently being used in other colleges. In any case, "the idea of ARA setting up to serve students three meals a day in Bundy has got to go," although "we don't want to take very much away from anybody."

It is important to stress Endy's desire that the dining hall not be closed, for this is the impression many people got from a letter sent to parents and alumni from Board of Trustees Chairman William M. Bristol III. It stated that the Bundy dining hall would be closed as soon as possible (any changes that are

Eric Cooperstein '85 is a news reporter for ***The Spectator,*** *and is a member of the Production Staff.*

made will probably be made for the next academic year). This idea may have been the result of the fact that the only alternatives that have been looked into by Daniel O'Leary, Vice President of Administration and Finances, are the closing or filling up of the dining hall. Hypothetically, the college would save $22,000 by closing the dining hall. O'Leary states that a final decision will be made with a number of considerations in mind, not only monetary.

In addition, architects have been brought to the College to see what could be done with much of the dining hall space that is presently not being used efficiently. Among the ideas being considered are more social-residential space and meeting rooms for organizations that don't have any place to meet or keep their materials, such as the International Students and the Jewish Student Union.

Students living in Bundy have their own ideas about improvements that might be made. Some, like Gretchen Gemeinhardt '85, feel that people in Bundy tend to stick together and eat together. "Bundy should be kept open for everything; it's too much of an inconvienience to go up the Hill." Others, like Dave Fowler '85, wouldn't mind going to Bristol for breakfast and lunch, and up the Hill for dinner if, in exchange, the Pub were to be moved down to Bundy. Indeed, several students favor this idea, each with his or her own prerequisites as a way to bridge the psychological gap of the distance between Bundy and the rest of the Hill.

In terms of closing the dining hall, Bryant Lehr '85 feels that, although the solution presented by Endy would be fair, he doesn't see the need to use the dining hall "efficiently." Lehr says that "if there are people down here, then you should have a dining hall. In a budget as big as Hamilton's, $20,000 is a very small amount to spend where students are concerned."

Bill Borrows '83, President of Delta Phi fraternity, states that, although Endy's idea seems fair, he has not discussed it yet with the administration, and will not be able to do so until the spring. The fraternity has a signed agreement with the College to eat in the Bundy dining hall, and Endy's plans would affect this agreement.

The Bundy dormitory complex was built in 1967 to house three fraternities that could not provide fire-resistant housing for their members, according to former Provost Sidney Wertimer. The decline in use of the dining hall began when one of the fraternities closed, and another moved out of Bundy.

Endy is still looking for more input from students, faculty, administrators, and ARA food service before he draws up a final proposal for the dining hall's future.

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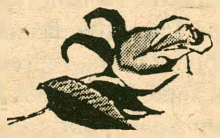

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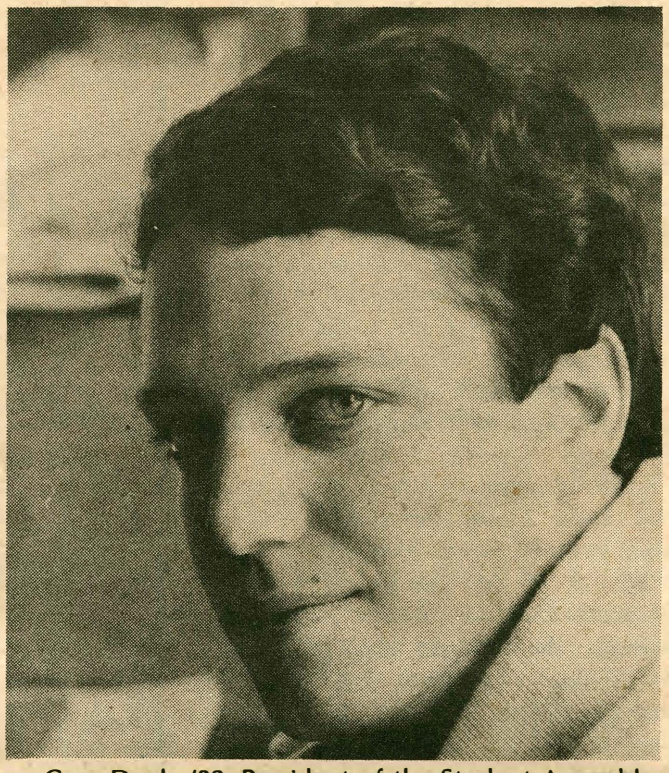
Student Assembly plans changes

by Matthew Zucker



Greg Doyle '82, President of the Student Assembly

Responding to the "lack of coordination between student groups on campus," as well as what is described by some students as a lack of organization, the Student Assembly plans to revise the present student governance system this Winter Term, according to Student Assembly President Greg Doyle '82.

The proposed changes, which will come to the student body for a vote in March, involve altering the present system in favor of a broader and somewhat larger one, which will divide the Assembly into an Executive Board and a General Assembly.

The Student Assembly currently consists of the President of the Assembly, four representatives from each undergraduate class, three members from the Interdormitory Council (IDC), and one member from the Interfraternity Council (IFC). Doyle feels that the current system does not adequately represent the student body. "An Assembly of class representatives," says Doyle, "is not a natural constituency. Class unity has never been very important at Hamilton." The proposed system, he feels, will represent students more fairly by broadening its perspective and including different organizations and interests. "Most of the groups which are involved," he continued, "have never been organized together."

Under the proposal, which is currently being discussed by the Student Assembly, the Assembly would be headed by an Executive Board consisting of Assembly officers, representatives from the IDC and IFC, Class Presidents, the Program Board, and the chairs of three branches of the General Assembly. The Assembly may also choose to include representatives from the Honor Court and J-Board as it discusses the proposal.

The proposed system will not represent the Publications Board, which continues to remain autonomous from the Assembly.

According to Doyle, the Executive Board will be the "primary initiator of student activities and action," and will handle the affairs now handled by the entire Assembly. The Board will meet twice monthly.

The General Assembly will represent "the average student," and it will provide student committees from within its three branches. It will meet once a month, with the Executive Board.

The General Assembly will have three "chambers," and will act as a "sounding board," according to Doyle, for the Executive Board. The Residential Chamber will consist of the seventeen IDC vice-presidents. It will "initiate and implement social functions within and between classes, and will take away some of the responsibility from the Program Board," which will then be able to concentrate on bringing outside events to the campus.

The Academic Chamber will provide representation from each academic discipline, weighted according to the number of majors in that department. These students, says Doyle, will "hopefully be elected by their department chairman, or by the department, and some of the very smallest disciplines may be combined with others in the same academic area."

The General Assembly will provide the Assembly with "a much more representative body," says Doyle. "Everyone will be involved."

Committees will be formed from the General Assembly according to their focus. The Housing Committee, for example, would be drawn from the Residential Chamber. "This will render the Nominations Committee obsolete," says Doyle, as committees will no longer be selected from the entire Assembly.

The proposal will involve a number changes in the *Constitution of the Student Body of Hamilton College*, specifically Article 2, Sections 1-6, which describe the physical make-up of the Assembly. These changes will be made public before students are asked to vote on them in the spring.

The present student constitution was proposed and approved by the Student Governance Committee, in the spring of 1978. The Constitution was approved on April 17, 1978 by 87 percent of the 185 students who voted.

One of the major criticisms of the Student Assembly in the past has been directed toward the high rate of absenteeism among members at meetings. This was attributed to a general lack of interest in student governance, as well as students using Assembly positions as "resume-filler." Though the new proposal calls for approximately one hundred students to sit on the Assembly, as compared to twenty-one present voting members, Doyle feels that attendance and participation will not present a problem. "Absenteeism has not been a problem lately. I instituted the "three-miss" rule in the fall, [where missing three meetings would be grounds for a member's dismissal], and haven't had to use it at all." Doyle added that the General Assembly will only meet once a month, and attendance should be less of a problem.

Matthew Zucker '82 ends his tenure as Editor-in-Chief of The Spectator with this issue. He is graduating at the end of Winter Term.

Ben Webber '83, ex-Vice-President of the Assembly, however, feels that more than administrative changes are needed before the Assembly can expect to provide "proper leadership and motivation for its members."

"The tendency of the Assembly," says Webber, "has been to *react*. It should take more of a leadership role."

zation." If the Assembly does not attack problems such as motivation on the part of its members and leadership, Webber says it will "continue to rehash the same things over and over again."

"Changing names," he says, "will not achieve its purpose. The old problems will still be there."

Doyle hopes that the new structure will give the Student Assembly a new image at Hamilton. Doyle feels that problems of motivation and effectiveness are basically problems of representation. "The new structure will clearly be a much more representative body." Representation by class, he feels, does not allow participation from a broad section of the student body. With a broad range of interests represented, the proposal "will cut down skepticism about the worth of the Student Assembly."

One group which will clearly gain from the proposal is the IDC. Formed in 1978 by then Assembly President Molly Murdoch K'79, the IDC provides student governance at the dormitory level. Recently, as the IDC has grown, its budget, as well as its responsibilities, have expanded significantly. Under the proposed system, the IDC, which formerly had three members on the Assembly, has two members on the Executive Board, as well as seventeen members in the General Assembly. Doyle attributes this gain to the "significant progress" made by the IDC.

The major benefits of the proposed system, says Doyle, would be in the way "responsibilities are organized." Groups on the Assembly will no longer function independently of each other, with little communication, but will "know what each other is doing."

"The functions of groups will be restated," which will make it "easier for the Assembly to work with the administration. It will clarify things a lot." Doyle is also quick to point out that "though the proposal looks drastic on paper, it really is not."

EXECUTIVE BOARD

Student Govt. President	IDC Vice-President	Sophomore Class President
Student Govt. Vice-Pres.	IFC President	Freshman Class President
Student Govt. Secretary	Program Board Chair	Social Chamber Chair
Student Govt. Treasurer	Senior Class President	Residential Chamber Chair
IDC President	Junior Class President	Academic Chamber Chair

GENERAL ASSEMBLY

Residential Chamber	Academic Chamber	Social Chamber
IDC Vice Presidents	1 Representative from majors with 0-25 students (25) 2 from 21-50 (6) 3 from 51-75 (12) 4 from 76-100 (4) 5 from 101 and up (5)	5 Representatives from each class, class presidents.

The Student Assembly member should be urged, he says, to act, "to motivate change on his or her own cognizance."

Webber feels that by changing the administrative structure, the Assembly is "attacking the right problem in the wrong way. It is not a matter of organi-

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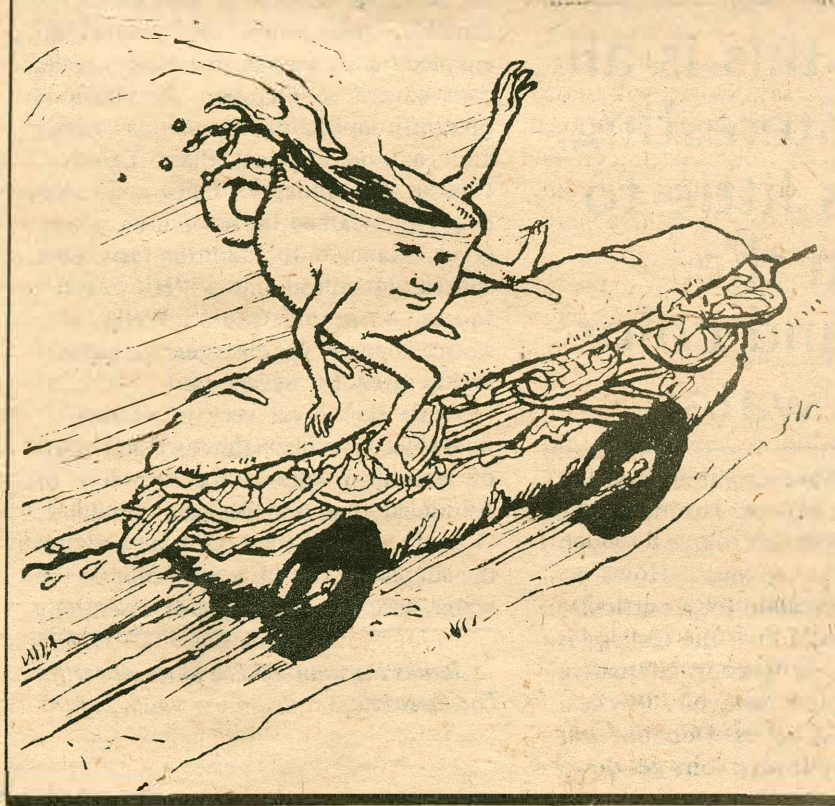

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Water, water, everywhere. . .

but Hamilton's water supply is still a problem. The Board of Trustees, however, are considering a plan to hook the College into the Utica Water System.

by James Furman

It's 3:30 in the morning, and suddenly you wake up with a terrific thirst. At first you lie motionless, hoping it will go away. But, you were never that lucky. Reluctantly you hoist yourself out of bed and grope through total darkness to your roommate's refrigerator, only to find a jar of ice-cold pickle juice. Upon closer examination, you find it holds only about an inch of liquid and a wretched, half submerged piece of pretzel. In the dark you consider the alternative. Tap water. Upending the bottle you guzzle the entire contents, shudder, and climb back into bed knowing, as you chew the pretzel, that you made the better choice.

Although the above scenario may be a bit hyperbolic, it's not too far off the mark. Any Hamilton student — past or present — can tell of his dislike of the drinking water here. In fact many students (including this author) go out of their ways to avoid drinking Hamilton water. Despite this familiarity with the quality of water here, there remains a widespread ignorance of the Hamilton water system.

As it is presently set up, Hamilton obtains its water primarily from two sources. The main sources of water are the College's three reservoirs located on College Hill Road. Constructed in 1890, these reservoirs have a combined capacity of 26 million gallons. Normally, the College draws from this source for seven to eight months a year. However, should the precipitation for a particular year be abnormally low, the College is forced to switch earlier to its alternative source, the Clinton reservoir. Physical Plant Director Charles Donahue explained, "Once our reservoirs get down two or three feet we start drawing mud and gravel into the system." Last summer, for example, was particularly dry and Hamilton was forced to switch to the Clinton source in August. Fortunately, this year's very rainy fall enabled the College to switch back to its own source in October. Hamilton is presently operating from this source and, as the Physical Plant Director, Charles Donahue, explains, ". . . the heavy snowfall so far has put us in very good shape." In addition to these sources Hamilton has a "last resort" source — the old Clinton Wells. This source is purely for emergency measures and is rarely (or never) used.

> While this is all very interesting, it does little to explain the taste and color of the water.

While this is all very interesting, it does little to explain the taste and color of Hamilton water. Vice President of Administration and Finance, Daniel J. O'Leary, helped to shed some light on the subject; "The taste and color of the water here are the result of essentially

James Furman '85 is a news writer for The Spectator.

two factors —water hardness and turbidity.'' Although both terms are mysterious to the typical Hamilton student, it is the latter that is the most ominous and sends even the most fearless in search of Perrier. Very simply, turbidity is the presence of foreign particles (dirt) floating in the water. We experience turbidity primarily when the college is forced to switch to its alternate source. In making the switch, mud and other particles are stirred up and find their way into the water supply. It is these foreign particles that are responsible for the taste and curious tint of Hamilton water. While many people are disturbed, and understandably so, about drinking water containing ''foreign particles,'' Mr. O'Leary assures us that it's perfectly safe. ''Although our turbidity level is at

Hopefully the switch will eliminate complaints.

times, above the level the Health Department considers healthy, by the time it reaches the dorms it's safe, thanks to chlorine purification.''

In addition to turbidity, the Physical Plant must also deal with the problem of hard water. Central New York state contains some of the hardest water to be found anywhere. This fact poses several problems. Besides contributing to the unpleasant taste of the water, hard water is especially destructive to plumbing. Donahue gives a typical example of such destruction. ''After 30 or 40 years of handling hard water, a pipe with a 6- or 8-inch diameter can be reduced by scale build-up to a pipe with an opening of less than 2 inches.'' Particularly frightening, said Donahue, was the concern that such scale may be the only thing holding many older pipes together. Another complication is that scale build-up is also found within the college's boilers which significantly reduces their heating efficiency. Moreover, hard water, due to the presence of minerals like calcium, takes longer to boil, for these minerals tend to absorb heat. In addition, hard water requires the use of rather expensive water softeners. The basement of any dormitory will reveal just how extensive the use of such softeners is. Should one choose to investigate, he or she would find, in the basement of every dorm, water softeners piled against the wall, like sand bags in a bombing raid. Finally, hard water poses a problem for students. It seems that the mineral deposits in hard water (calcium and magnesium) react with various detergents, adversely affecting their performance. In plain language, clothes washed in hard water are less clean than those washed in soft water.

What hard water and turbidity mean to the College, then, are a variety of things. For the student, it means aggravation and inconvenience. For the College, it means additional people to monitor the water system and additional equipment and replacement parts. Very simply, the present water system means additional annual expenses of $85,000 to $100,000. It would seem, then, that the water system is more aggravation and expense than it's worth. Apparently the Board of Trustees have reached the same conclusion.

The Board of Trustees is presently considering a plan that would allow Hamilton to tie into the Utica water system. Although the complaints of students and the general inconvenience of the present system were key determinants, the major factor in deciding to look into new water sources came from a complaint by The State Department of Health. According to the Health Department, it is inefficient to monitor small systems like Hamilton's, and, where at all possible, they prefer such systems to combine with larger ones. Whatever the reason, it looks as if the Hamilton ''tradition'' of poor tasting water is about to come to an end. When asked about the certainty of the new project, Vice President of Administration and Finance, Daniel J. O'Leary, said, ''Well, I can't say with complete certainty that the plan will be accepted by the trustees, but we're very, very optimistic.''

Under the proposed plan, Hamilton College would be able to tie into the Utica water system on Utica Street, near the Martin Luther home. After the necessary pipe is laid, the water would then be pumped up the hill to a one million gallon capacity storage tank that would be constructed near the existing Hamilton reservoirs. The cost of the entire project will run around $1.25 million. Although rather expensive, many feel that it's worth the expense. O'Leary said, ''Utica water is soft and very clean. Hopefully the switch will eliminate complaints. More importantly, however, is the fact that the soft water will be much easier on our existing plumbing system.'' O'Leary said that if all goes well, and no legal complications arise, the new system should be operational by late 1982 or early 1983.

And so, after nearly a year of debates, feasibility studies, and legal snares, it looks as if Hamilton will soon be receiving Utica water. That's right. The same water that goes into every bottle of Matt's beer will soon be flowing from every faucet on campus. God help us!

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'I truly believe that unless a student is definite of a career he should take time off to work and mature.'

Marie Lynch

When adults come to Hamilton College

by Larry Goldfarb

McEwen Dining Hall, at a few minutes past noon, is no place for a tired traveller — or, for that matter, a hungry student looking for a seat.

But just when all hope of eating a relaxing lunch seemed lost, a seat opened up next to what appeared to be a friendly man, a professor; he had a full beard and a bald spot. "Is that fellow a new professor?" asked the student. "No, he isn't," replied someone at an adjacent table, "he's a student here at Hamilton."

Alex Loan, a twenty-eight year old junior, was that professorial-looking student. According to Loan, he has been mistaken for a new professor before, even once at the Pub. Alex is one of only "several full-time matriculating older students," according to Leslie North, Director of the Hamilton Horizons Program. The program deals with special-case students seeking full-time as well as part-time admission to the college. Marie Lynch, a 30-year-old senior, is also part of the program. Lynch and Loan live on campus.

The Hamilton Horizons program is not a big part of the Admission Department. In fact, North, its head, devotes only about 20% of her time toward the program; she also reviews regular admission candidates. Nevertheless, in the last few years, she has seen a trend toward the older student. "The average age of the college student is going up," she said. North believes that as the applicant pool declines during the '80's, many schools will have to rely on the older students to fill classrooms.

Hamilton's program, in addition to admitting full-time older students, also considers highly qualified part-time older students, as well as people from the community who want to audit various classes. Last semester the program included seventeen part-time students who were attempting to earn their BA's from Hamilton, twenty auditors from the surrounding area, and "several" full-time older students. Believe it or not, the number of older students is not really known. According to Ann Meyer, the Assistant to the Registrar, the number is so few that statistics are not kept for this class of students. Moreover, full-time older students can be admitted through the program or apply as transfer students. They also may have been accepted into Hamilton following their senior year of high school, spent a semester or two here, taken a few years off, and then returned. Thus, how many full-time older students are here on the Hill? No one really knows.

In order to be considered for the Horizons program, the applicant must have had some previous college experience and "has to be a student who is significantly different in age and perspective," said North. "Older students bring diversity to the college; they make the classroom a more interesting place for everyone."

One of the more intriguing products of the Horizons and transfer programs at Hamilton is Alex Loan. After graduating from high school, Loan hitchhiked around the country and Canada and finally settled at Cayuga Community College in Auburn, New York in 1972. Alex dropped out about a third of the way through and entered the Air Force, where he became skilled as an electrical engineer. Loan stayed in the military for four years, during which time he took a course here and there. When he got out, he went to work for Singer in their electronic labs, after he entered and dropped out of Cayuga for the second time. Finally, after changing jobs, he re-entered Cayuga in 1980.

This time, Alex stayed in school and graduated with a 3.92 average. He had also decided that Cayuga would only be the beginning of his educational experience. "I applied to a host of schools. I wanted to study economics and Cayuga's President Howe recommended Hamilton College. I did not hear that I got into Hamilton until after graduation from Cayuga," said Loan. "I enjoy the school and find it interesting." Did Loan find his experience in the real world worthwhile before taking college seriously? "I highly recommend taking

Larry Goldfarb '83, has held a number of positions on The Spectator, including Sports Editor. He spent last semester in the government department's program in Washington.

Leslie North

'Many of these people bring a highly motivated understanding to the classroom.'

a few years off after high school. It gives you a different perspective of education in and of itself. It allows you to mature in a way you just wouldn't in school. The experience makes you better able to make decisions."

In addition to taking time away from school, Loan spent four years in the Air Force. Several Senators in Washington are considering the idea of making military service mandatory after high school. "It's a controversial issue," said Loan. "I think it's good. Dorm living is not a new experience to me." Loan also felt that many freshmen who enter college after high school are not quite sure why they are there. Many feel that they're doing it for their parents. "In the military," he said, "you are forced to take care of yourself; you're solely responsible for your own decisions and interests."

While having an older perspective might be considered an advantage, it does have its inherent problems. "Somebody told me the other night that I am older than my faculty resident." Loan also feels that he presents a different challenge to the teacher than other students; many of the young professors are his peers. "I've been told by professors that they enjoy the older students," said Loan. "How many students have had to bargain for wages or been in a union?"

Loan also cited the problems of being nearly the same age as many of his professors. At Cayuga, according to Loan, he became quite friendly with his economics professor, Scott Barnes. When Loan mistakenly carried that personal rapport into the classroom, he was ostracized by his fellow classmates. "In the classroom," he said, "it's tough to call the professor by his first name."

Socially, being older can present a different type of problem. "I enjoy getting a drink at the Pub or having a few beers in the suite." Since Alex is older, women and men alike often come to him with problems, treating him much like a big brother. "Sometimes it's difficult to accept that type of relationship when you wouldn't mind going out with the girl. Sure, it's tough. I really don't know how women view me. There is also constant teasing. At a party, a few people will come up to me and say, "Oh, she likes older men."

Though there are problems, Alex seems to truly enjoy college life. He is the president of Milbank, and, as a member of the IDC, he was chosen to sit on the Student Council. Alex has lofty political aspirations and hopes someday to be president of the Student Assembly. Loan feels that the only way the school will improve is if the students stand up and be counted. "It's a consumer's market," said Loan.

Alex feels that, as he has grown older, he has become more restrained and less radical. While Alex Loan has seemed to fit quite nicely into the Hamilton College environment, he is not alone in that end. Marie Lynch is spending her second year on the Hill and hopes to graduate in the spring. She, like Alex, has an intriguing tale to tell — how a woman of 29 somehow ended up at Hamilton College to earn her degree.

Lynch was born in Westchester's Southern Tier thirty years ago and at the age of one, contracted polio. "The doctor who gave me my braces told me that I was the youngest post-polio patient in this country. Said Marie, "This disabilitating setback hindered but did not prevent this pretty blonde from attending high school and matriculating to Framingham College in Massachussetts." After nearly a year, Marie got married and left school.

She became Mrs. Arthur McBowen. McBowen was in the military and, finishing his stint, he decided to go into civilian life. But, according to Lynch, he couldn't handle the unstructured environment. She attributes this to his leaving the structured environment of the home and immediately going into another structured environment. The couple was divorced after less than a year of marriage. Marie remarried — but this marriage was also unsuccessful. Therefore, after having left college in 1971, she returned to Mohawk Valley Community College in 1979. Though she applied to Hamilton prior to attending MVCC, she was not accepted. At Mohawk Valley, Marie achieved a near perfect 4.0 average and was accepted in the Horizons Program last year.

"I truly believe," said Marie, "that unless a student is definite of a career, he or she should take time off to work and mature. My parents pushed my brother and me into college after high school. My mother now truly believes that students should have some time off." Marie hopes to attend law school next year in Albany.

In addition to being older, Marie had a handicap to overcome in order to be successful at Hamilton. Since she does not have full use of her legs, it takes her nearly 40 minutes to walk from Milbank to the Library. Yet she believes that people at Hamilton have treated her fairly. One factor in Marie's favor is her youthful appearance. "People have estimated my age five to ten years younger than I am," she said.

Marie does not feel ostracized socially. Though she doesn't go to the Pub,

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Marie attends lectures and movies. Marie feels that taking the years off between colleges has been to her benefit. "When I first went to college," she said, "I was an under-achiever. I wasn't ready for college. At Hamilton, I work hard and I enjoy it." Last semester, Lynch, an English major, took five courses, and that load taxed her to the limit, yet she has maintained a "fine grade point average."

"Grades of older students are always better than those of freshmen just out of high school," she said. "Right now I can be very critical of my professors and I really think that I'm learning a lot."

Leslie North takes a vested interest in the progress of her Horizons students. In addition to being a full-time admission officer, North is academic advisor to all of the Horizons students. As stated earlier, the Horizons program deals with part-time students as well as people from the surrounding community who want to audit courses.

"This isn't continuing education," said North. "These people are students who actually sign up for courses, just like their younger counterparts." According to North, the faculty is completely behind the program. In an effort to make the older students feel more at home at the college, North arranges a brown bag lunch weekly and gets a member of the faculty to speak to the group. "Many of the part-time students are not privy to conversations and information that is related in the library and the dorms about tests and teachers," said North. "These lunches give me a chance to talk to the students to see how they're doing."

North does not think that this program will ever challenge the regular student body in any way. But she does feel that these students do add a great deal to the college community. She also proudly points out that " 'Horizons' out-perform their younger peer group. Many of these people bring a highly motivated understanding to the classroom. These people are not looking for credit, they're looking for knowledge. I feel that Horizons proves that education is a life long thing, and it doesn't end when you graduate."

Since the range of applicantes is so wide, and the candidates so varied, auditors must seek formal admission. North uses different criteria for admission. "The requirem entsare much more subjective," she said. "The interview is very important. Many of these students never took SAT's. It's a very big step to go back to school; it should be successful."

Finally, North believes that the program does wonders for Hamilton's relationship with the community. "Though it's not the mission of the college, Hamilton Horizons serves the community and makes the classroom a more interesting place."

The college spends an average of $20,000 on their salaries during each two week period

Students at Work

by Larry Person

It's hard to avoid student employees at Hamilton College. They grade tests, run computer programs, sort mail, check-out library books, unlock doors. Students serve other students' meals, and then clean up their dirty dishes. Student employees are so essential that, it seems, the college would grind to a halt without their services.

About 500 students are on the college's payroll during the school year, estimated Payroll Supervisor James F. Horth, and the college spends an average of $20,000 on their salaries during each two week pay period. Director of Financial Aid Kenneth P. Kogut said about 300 students hold work-study jobs. Federal funds cover 75 percent of their salaries and college money makes up the difference. The other 200 students on the payroll receive their salaries out of the budgets of the departments which hire them.

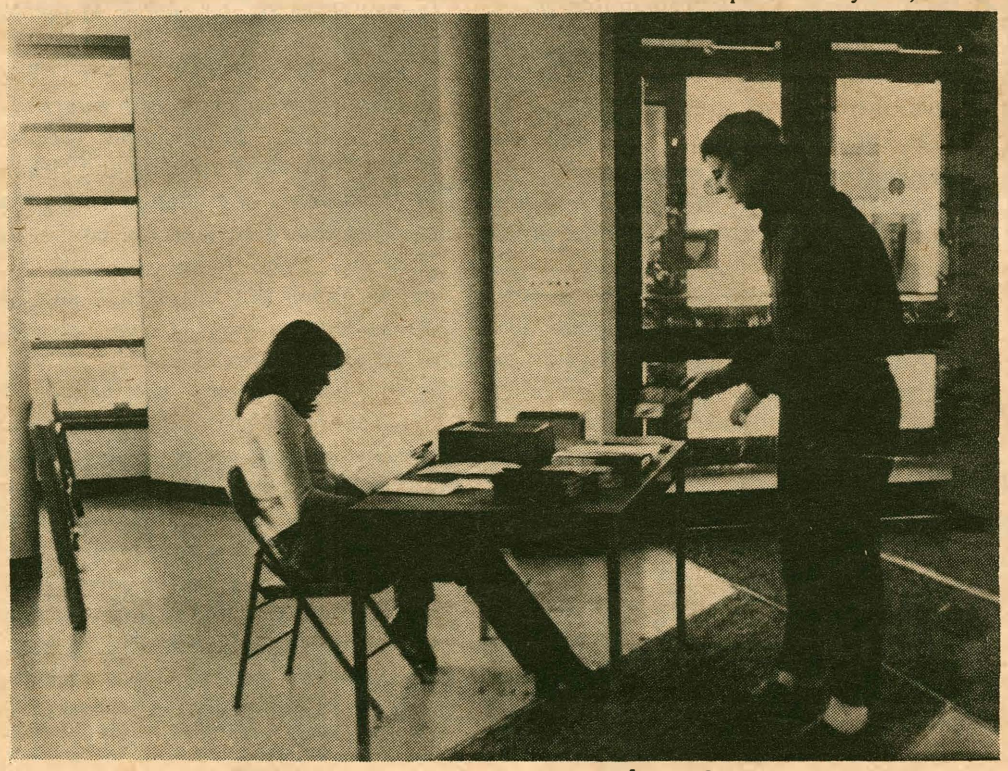
According to Kogut, the students "of the highest need" receive work-study jobs "when scholarships and loans are not sufficient." Most work-study packages supply $1000 per year.

Several students sugested that the financial aid office capriciously cuts people off from work study after their freshmen or sophomore years, when they are settled at Hamilton. Replied Kogut, "work-study jobs are given to the neediest students." A change in a family's financial situation — such as an older sibling's graduation from college, or a large increase in a parent's income, for example — can cause a student to be fired. Similarly, if a parent loses his or her job, a student could become eligible for a work-study position. A particular student, Kogut continued, might not be considered one of the "neediest" from year to year. And he asserted, "We don't lure students here with a carrot in the form of a generous aid offer, and then take it away once they're here."

Each spring, explained Kogut, the Financial Aid office circulates a form which asks potential employers of work-study participants for descriptions of, and special skills required to perform, available jobs. In addition, employers can request that specific students be assigned to their department.

Campus employers like to hire work-study students, who are, as far as departmental budgets are concerned, free labor. However, several supervisors complained that, once a student learns his job, he or she often loses his or her work-study grant. The Burke Library's Director of Public Services, Keith Washburn, commented "Once we train a student, and he learns how to do something, there's no guarantee he'll be returned to us the next year. Sure, you could pay for him out of your budget, but it's difficult to be foresighted enough to budget for his position. Then there's the new training burden." Departments set their budgets in the spring, long before the financial aid decisions are made late in the summer.

Larry Person '83, is currently the managing editor of ***The Spectator.*** *He will take on the editorship of the paper in the spring.*



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Trish Swain '83 and Peter Cantine '82 run the Coffeehouse, which employs students, most of whom are on work-study. Swain commented, "We employ two non-work-study students who are great, and 8 work-study people, most of whom are great, some of whom are not as responsible. Maybe they think they can never be fired. They take their job for granted. The two non-work-study people know that they're lucky to have their jobs."

Swain said at times last semester, particularly during reading and exam periods, workers did not show up for their shifts, which meant that the coffeehouse would not open. At other times, people scheduled to relieve earlier shifts failed to do so. "This is something that would not happen if they were answering to a professional. It's hard for students to work for other students. I can be sympathetic, but the coffeehouse should be open."

Student unreliability — on the part of both work-study and non-work-study employees — was most frequently cited by supervisors as a disadvantage of hiring students. Said Washburn, "At the end of the semester, and at certain other times during the semester, students start taking off because they have a lot of extra studying to do. Bristol Campus Center Director Andrew Wertz concurred, "There is some difficulty with students coming to work at critical times during the semester."

'It's very difficult to get a job if you're not on financial aid.'

Do students get paid when they don't work? Ralph Stenstrom said that in his five years at Hamilton, he encountered two incidents of students turning in fraudulent timesheets, "I called the students in and docked them for the time, and let both of them off with a warning." If new disciplinary procedures had been in effect at the time of the incidents, according to Strenstrom, they would have been dismissed immediately. Rumors persist about abuse of the work-study system in two other departments on campus; however, the supervisors involved refused comment for the record in both cases.

In spite of these shortcomings involved in hiring students, most supervisors are generally happy with their student workers. Lettie Tourville, who runs the Root Art Center, commented, "I'm fond of all my workers. They have been very reliable and dependable. They take an interest in the place."

Several of the supervisors consider their student labor an essential part of their operations. For example, Stenstrom said the college's libraries "wouldn't function" without its student employees. Computer Center Director David Smallen confirmed that, without student help, he would have to hire 2-3 more full time people, at much greater expense.

Wertz likes employing students because "They relate really well with other students. Student managers and supervisors enhance the image of a student center. It also allows them to assume roles of leadership." Other supervisors also feel that students have an opportunity to learn specific skills through their jobs.

None of the students interviewed claimed to be unhappy with their campus jobs. However, some students asserted that other students have easier jobs and receive the same pay. For example, mail center employees, who claim they have to "hustle," complained about fieldhouse and library workers who appear to sit around and study while they work.

Students also mentioned that their jobs — particularly work study jobs, which average about 10 hours a week — take a substantial amount of time from their schedules. "It's just like a class," commented Elaine Pezanowski. "It becomes routine."

"The ten hours isn't too bad," agreed Bristol Desk worker Melissa Higley. Higley said she enjoys the contact with people necessary in her job.

Many students complained about the problems non-work-study students have finding a campus job. "It's very difficult to get a job on campus if you're not on financial aid," said Ross Gerber '83, a pubtender. Indeed, visitors to Hamilton who attend urban schools marvel at the lack of ability to earn money either on campus or in the surrounding area.

Besides formal work for the college, students work on campus in a variety of other positions. For example, members of the Coop work cooking and cleaning up from meals in exchange for a rebate of their board fees at the end of the academic year. Other students type papers, repair skis and clothes, and even do laundry for other students as a way of earning money.

The only students interviewed who felt they should earn more money work for *The Spectator* as typesetters. "We're highly skilled labor," commented one of them, "and we should be paid substantially more than minimum wage. If I had the same job in New York, I could be making three times as much money per hour as I'm making now." *The Spectator* management promised to look into the typesetters' claims next semester.

news briefs

•Cabaret

The Hamilton College Department of Theatre and Dance will present the musical comedy *Cabaret*, beginning Friday, January 22, and running through Monday, January 25. All performances will begin at 8:30 p.m. and take place in the Minor Theatre on the Hamilton College campus.

Depicting the romance of a young American writer and a British cabaret singer amidst the gay nightlife of pre-World War II Berlin, the play was first popularized on Broadway. Hamilton's production, which involves 60 students, has taken shape during the January Winter Term, offering course credit to all who participate.

Cabaret is under the direction of Rod Umlas, Assistant Professor of Theatre at Hamilton, while the technical aspects of the production will be handled by Joe Rusnock, also Assistant Professor of Theatre. Senior Lisa Nye will create the dance sequences.

Admission to the play will cost $1.00 for students and $2.00 for the general public. Tickets may be reserved between one and five p.m., Monday through Saturday at 859-4205.

•Heart attack

An elderly woman suffered an apparent heart attack while cross-country skiing in the Kirkland Glen on January 15. According to one student witness, Coach Sue Spencer arrived on the scene and administered CPR until professional rescue personnel arrived.

An ambulance was quickly dispatched and both the Clinton Fire Department and the College's Emergency Medical Team responded to the emergency. Using special equipment, the fire department was finally able to move the woman from the site nearly ½ mile inside the snow covered Glen to a waiting ambulance. The unidentified woman was then transported to Saint Elizabeth's Hospital.

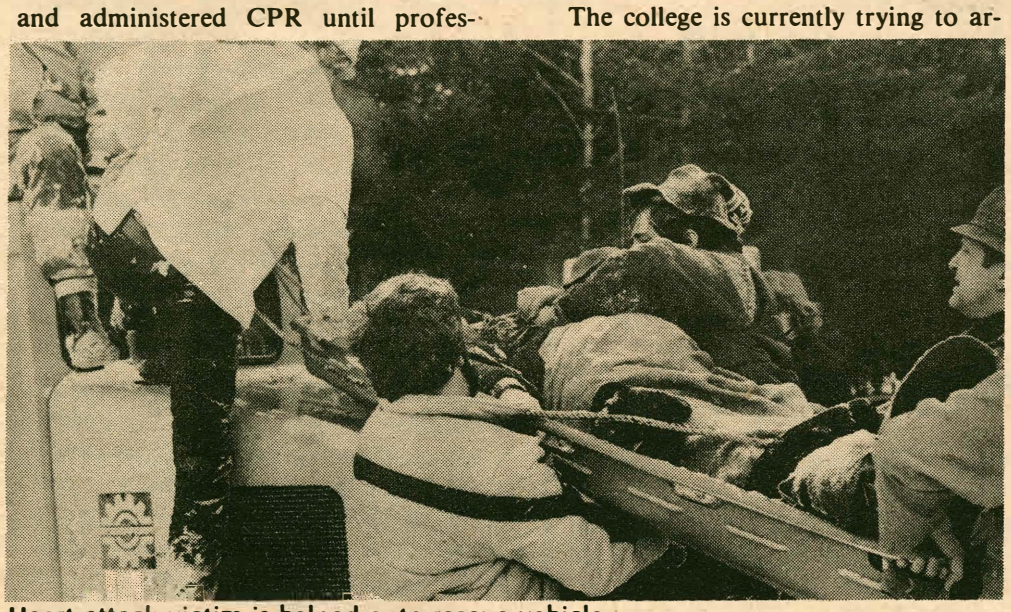
•Flood damage

More than $5,000 in damage resulted when a section of the Science Building flooded during the end of semester break. According to Librarian Keith Washburn, most of the damage was done to chemistry books which were stored in the area.

Washburn explained that the flooding was due to human error. During a scheduled, pre-announced campus water shut-off over break, faucets in the room above the area where the books were stored were turned on and inadvertently left on. When the water service was restored, the water flowed freely through the open taps, flooding the room below.

According to Washburn, 60-70 books were rushed from the area to a large freezer compartment at the Jolly Butcher. Washburn explained that freezing the books is a preventative measure to retard the growth of micro-organisms until the books can be properly dried in a vacuum furnace.

The college is currently trying to arrange for the use of such facilities from either Special Metals or General Electric.



Heart attack victim is helped onto rescue vehicle

•10G gift

A gift of $100,000 by the family of the late Arthur Levitt, long-time comptroller of the State of New York, to establish a center for the study of public policy has been announced by J. Martin Carovano, President of Hamilton College.

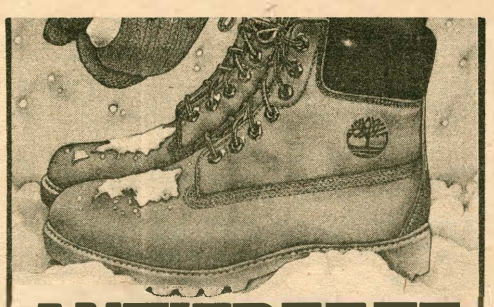
An interdisciplinary study drawn from the departments of Government, Philosophy, and Economics, the Public Policy curriculum addresses subjects of broad national and international interest, such as economic regulations, energy conservation, affirmative action and resource management.

The Arthur Levitt Public Policy Center is the focal point for the organization and coordination of lecturers, symposia, and public service programs which will draw on local as well as national resources. "Its objective," said Carovano, "is to expose Hamilton students and faculty to the forces that shape their world."

Under the direction of Richard P. Suttmeier, Associate Professor of Government, the new Public Policy Center will hold many of its classes and seminars in the Daniel Burke Library, in a room reserved exclusively for that purpose and dedicated to Arthur Levitt. During the Center's first year, its faculty will plan a conference entitled "Conflict Resolution: The Case of Public Employee Strikes." At other times, outside speakers, many of them key figures in their fields, will be called in at appropriate moments to address topics then being discussed in the classroom.

"We are very proud to have this program established," said Carovano. "While similar such programs are in place at many large universities, few have been introduced at colleges of Hamilton's size."

"We are particularly proud," he continued, "that this center for Public Policy bears the name of one of the most popular and effective administrators in the State's history. Mr. Levitt's reputation sets an example for all of the positive impact an individual can have on the course of events today."



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news briefs

•Painting stolen

On Monday, January 4, a 12x11.5 painting entitled "Zinnias in a Glass Vase" was discovered missing from the Root Art Center at Hamilton College. Painted by Robert Kulicke in 1980, the oil on paper painting is set in a gold frame. Lettie Tourville, director of the Root Art Center, was the first to notice that the painting was missing and explained that "the painting and the label had been taken right off the wall."

The painting was part of the current Root Art Exhibition "Still Life Today," circulated by the Gallery Association of New York State. For information leading to its successful recovery, the Association is offering a reward. Anyone with information is encouraged to call the Root Art Center, Hamilton College at 859-7331.

•SKFS cancelled

The Samuel Kirkland Film Society has cancelled all remaining scheduled films for the 1981-82 year. SKFS President, Dave Whitney '82, has resigned following a dispute with the Foreign and Fine Film Society concerning the projection facilities shared by the two societies.

•New faculty

Nine individuals, ranging in backgrounds from sculpture to campaign rhetoric, are visiting members of the Hamilton College faculty for the College's Winter Term, which runs from January 4-27. The visitors, (listed below by department), who supplement the full-time faculty, teach one course a piece.

ART — Louis Lieberman, Visiting lecturer in art — Noted New York City artist and sculptor, Louis Lieberman, is teaching "Studies in Selected Media," a sculpture course working in the area of paper casting. Mr. Lieberman, well-known for his pioneering work in paper casting, has had numerous one-man shows, and examples of his work are included in most major public collections, including those of the Metropolitan Museum and Museum of Modern Art in New York. Students in the course are working together to help him cast a large piece, which he has designed. They are concurently working on building and casting their own paper sculptures on a smaller scale from the large class project.

ASIAN STUDIES — Reiko Ochi, Visiting lecturer in Asian Studies — Ms. Ochi, an ABD at Cornell University, comes to Hamilton to teach a course on "The Contemporary Japanese Novel." Students are studying novels and short stories in English translation.

DANCE — Colin Worth, Visiting lecturer in dance — Trained at the Royal Ballet School and the Royal Academy of Dancing, London, England, Worth is spending the month of January conducting a dance workshop. The visiting choreographer is introducing dance techniques and supervising rehearsals of a new work, which will be performed in the Spring Dance Concert.

GOVERNMENT — Henry Glick, Visiting lecturer in government — Teaching a Winter Term course entitled, "Policy Analysis Planning and Technocracy," Glick is examining the role of policy analysis in democratic politics, technocratic approaches to public policy decision making, and the problems of reconciling technocratic and democratic values. Such topics of discussion have included problems of collective choice and the public management of "external economies." Glick is a 1975 graduate of Hamilton College.

— **Grace Langley**, visiting lecturer in government — Retired from the U.S. Agency for International Development, Ms. Langley is teaching "Women in Third World Development." In this course, students analyze women's roles in the modernization processes in the Third world and survey the tradi-

news briefs

tional roles and tensions with the new expectations. Having visited Delhi, India, and five West African countries, Ms. Langley is placing special emphasis on programs and policies in India, Afghanistan, and Kenya.

— **Gerald Steinberg,** Visiting lecturer in government — A research associate at the Massachusetts Institute of Technology Center for International Studies, Steinberg is teaching "Reagan's Defense Policy: Did They Hit the Ground Running?", which examines the Reagan Administration's defense policy as revealed by official statements and actions during his first year in office. Topics have included nuclear forces, conventional forces, the Rapid Deployment Force, defense economics, the draft, "exotic weapons," and arms control. In addition, students are evaluating the policy in terms of the Administration's stated goals and policy alternatives, and will visit the Griffiss Air Force Base.

Music — Barry Kernfeld, Visiting lecturer in music — Teaching the course "Jazz Styles," Mr. Kernfeld is occupying his mornings with progressive exercises in the fundamental melodic, rhythmic, harmonic, and timbral characteristics of jazz; afternoons are being devoted to the analytical survey of jazz from around 1920 to the present. Focusing on the "Smithsonian Collection of Classical Jazz," students are independently investigating one jazz style of their own choosing.

SOCIOLOGY — Morey Myers, Visiting lecturer in sociology — Along with Hamilton's Professor of Sociology David Gray, Mr. Myers is co-teaching "Federalism and Social Policy." The class is reviewing legal and sociological consideration of the relationship and tensions between federal and state powers. In addition, students are examining implications for social policy on specific issues such as education, abortion, and welfare.

SPEECH — Bruce Felknor, Visiting lecturer in speech — Executive Editor of Encyclopaedia Britannica, Mr. Felknor is teaching "Scurrilous Campaign Rhetoric." The class is exploring dishonest and abusive campaign rhetoric in national political campaigns throughout the United States' history, and examining specific political and social issues that seem to evoke such rhetoric.

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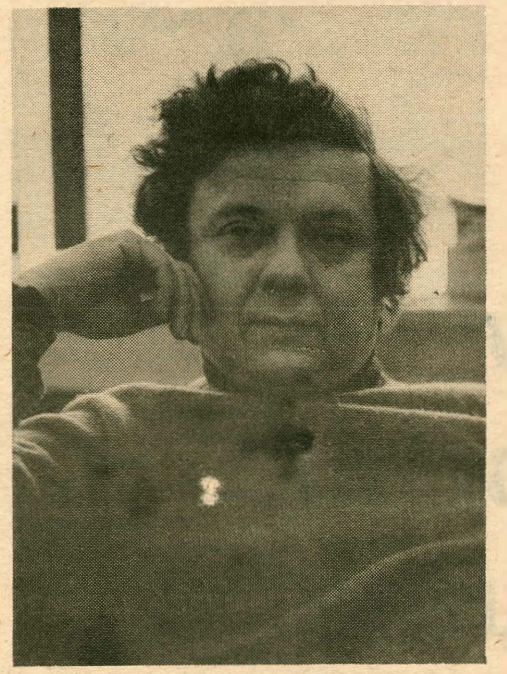

Bruce Muirhead
art department chairman

Arts and the liberal arts college

by Sonya Brouner

Despite the debate and controversy which has recently surrounded the fine and performing arts at Hamilton, the Art, Music, and Theater and Dance Departments are recognized as strong elements of the College curriculum. Due to the merger of Hamilton and Kirkland Colleges in 1978, Hamilton has acquired a solid base in the arts, an area in which Hamilton was previously lacking. But due to Hamilton's rather traditional, conservative nature, as well as the present absence of adequate theater facilities and the abolition of the film department last year, questions have been raised concerning the College's committment to the arts.

Bruce Muirhead, Art Department Chairman, enthusiastically described Hamilton's art department as "one of the best, for a small liberal arts college. The facilities, including the List Art Center and the Root Art Center, are excellent. The List Building is a special place on campus where a lot of creating goes on every day and I encourage any member of the College community to stop by." Not only has the art department a fine reputation on campus, as evidenced by the large number of majors and students taking introductory art courses, but it is also well known by high schools whose guidance counselors point prospective artists toward Hamilton. Graduate schools, where Hamilton art students have found much success, also recognize the College's strong program.

Muirhead did not see the dissolvement of the film program as a lack of committment on the part of the College at all. Instead, he explained it as being a necessary result of financial restrictions and his feelings on the appropriateness of film in a liberal arts undergraduate program. Yet, while the art department lost a film department, it will be gaining a new art gallery on the bottom floor of the reconstructed James Library which will be used for exhibits.

Carol Bellini-Sharp, Associate Professor of Theater, described theater at Hamilton as a "strong and unique program" in which a student can receive a liberal arts background as well and continue on to graduate school.

Several theater majors go on to professional acting careers. Yet Hamilton is not thought of primarily in terms of its drama program. "For a long time, theater was considered to be only an extracurricular activity, and is not always taken to be a serious discipline on campus." says Bellini-Sharp. She blames the decline in the number of students attending campus productions on the increasing tide of conservatism among students. She points to the need to realize that Hamilton does indeed have "real art," as well as the need to foster a richer intellectual community. "There is a huge gap between the classroom and the dorm room, between intellectual and social activities. Theater is a humanizing experience, but most students are not interested in challenging themselves and opening themselves up to something new." The College has taken positive steps toward promoting theater. Last year, the administration approved funds for the development of a summer theater at Hamilton. More recently, the Board of Trustees allocated $25,000 to finance the study of the college's physical facilities by a consulting firm for the construction of a performing arts center. Yet Bellini-Sharp sees the problem as lying in the image of the College. "Hamilton must create its own image."

Drew Krause '82, musical director of the Winter Production *Cabaret*, praised the College's creation of a jazz program last year, but nevertheless, echoed Bellini-Sharp's opinion that there exists a prevailing attitude on campus to be "entertained." "There is confusion between art and entertainment. Most people prefer the second and choose to pay little attention to the first."

Sonya Brouner '84, is a news writer for The Spectator. She is also a member of the Production Staff.

Deborah Gillotte: senior dance project

by Elizabeth Grusky

A rare event took place recently in the List Studio: a dance concert of five solo pieces choreographed by Helen Tamiris was performed by senior Dance major Deborah Gillotte. These solo pieces were Gillotte's senior project, the culmination of her Kirkland Dance major.

Gillotte's performance was enthusiastically received in the List Studio. The spirituals Gillotte performed were strong and dramatic. The movement does not appear difficult, but the tension that must be suspended in "Crucifixion," the exact placement of the feet and hands in "Go Down Moses," and the timing and holding of each hand swing in "Joshua Fit de Battle of Jericho" are all formidable.

The five pieces "encompass emotions

Deborah Gillotte '82

of the struggle of any oppressed people." They are arranged in such an order that the emotional impact goes from hope to despair to joy to religious faith and back to hope again.

Gillotte reconstructed the dances from Labanotation, a method of recording and preserving movement. The choreographer, Helen Tamaris, worked during the first half of the twentieth century. She was something of an "unknown" because she alone performed her works for most of her career. Not until she was much older did she allow others to execute her choreography.

Gillotte started dancing when she was three years old. She has studied tap, modern, jazz, and ballet. After graduation, she will pursue a dance career in New York City, preferably in a modern dance company. Because of her Labanotation reading ability, Gillotte may continue her study at the Dance Notation Bureau in New York.

Gillotte feels that her liberal arts education has given her a broader perspective. Rather than locking herself into the "dancer's track," a liberal arts degree has given her opportunities to study several disciplines which can only add to her creative dance process. Gillotte has a few suggestions which may improve the Hamilton Dance Department. First, more performing opportunities for dancers would expose these students to the trials and tribulations of performing for a live audience. Second, another full-time faculty member should be hired to help meet the growing number of students enrolled in dance. This would facilitate lessons and increase the amount of time each student could have with a faculty member. Third, an increase in the technical levels would make the program more demanding and challenging for the students. Last, the program needs "More space!" List Studio is a good size, feels Gillotte, but not for classes with twenty people. Enrollment and interest has increased for the the dance department, and the school should meet the students' growing interest in an academic field which can be a life-long study.

Elizabeth Grusky '83, frequently writes on dance for ***The Spectator.***

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James Michener on Hamilton's sports program: 'It seemed to me exactly what I would sponsor if I were the president of a small college.'

Sports at Hamilton: Where are we now?

by David Davis

Since the famous quote by James Michener appeared in 1976, in his book *Sports In America*, there are many people at Hamilton who wonder if his statement is valid today. Is the Hamilton athletic program still ideal? Or has the athletic department, due to various pressures, slowly changed its ideas about sports at Hamilton?

The goals of the athletic department, according to Athletic Director Tom Murphy, are: 1) to teach the required physical education classes; 2) to administer the intramural program; and 3) to run the intercollegiate athletic programs.

In certain areas, Hamilton's athletic department has maintained its high standards, despite a relatively small budget. The major function of the department is to teach the various required classes in the so-called "lifetime" sports, such as squash and tennis. The department believes not only that each student should be able to display proficiency in some sport, but that, more importantly, a sound body helps produce a sound mind. The quality of the teaching and the number of course offerings are both unusually high for such a small college.

In addition, the department has been firmly committed to attaining equality for the women's athletic program. The department handled the Kirkland-Hamilton merger smoothly by at first limiting the number of women's varsity teams, and then slowly adding more sports, such as hockey and soccer, when the demand for them grew. There are now ten women's varsity squads and no women's junior varsity sports. [Men have twelve varsity teams. The two varsity sports for men which do not have women's equivalents are football and golf.] While men still have five junior varsity squads and a somewhat larger budget (mainly due to the high expense of operating Hamilton's hockey and football teams), women have progressed greatly in the Hamilton sports program. As the Report of the *Ad Hoc* Committee on Athletics in the report prepared for the Middle States Association's visit in 1980 found, "The department is making progress toward equal oportunity for men and women."

'I could care less if we have losing records, as long as our contests are honorable.'

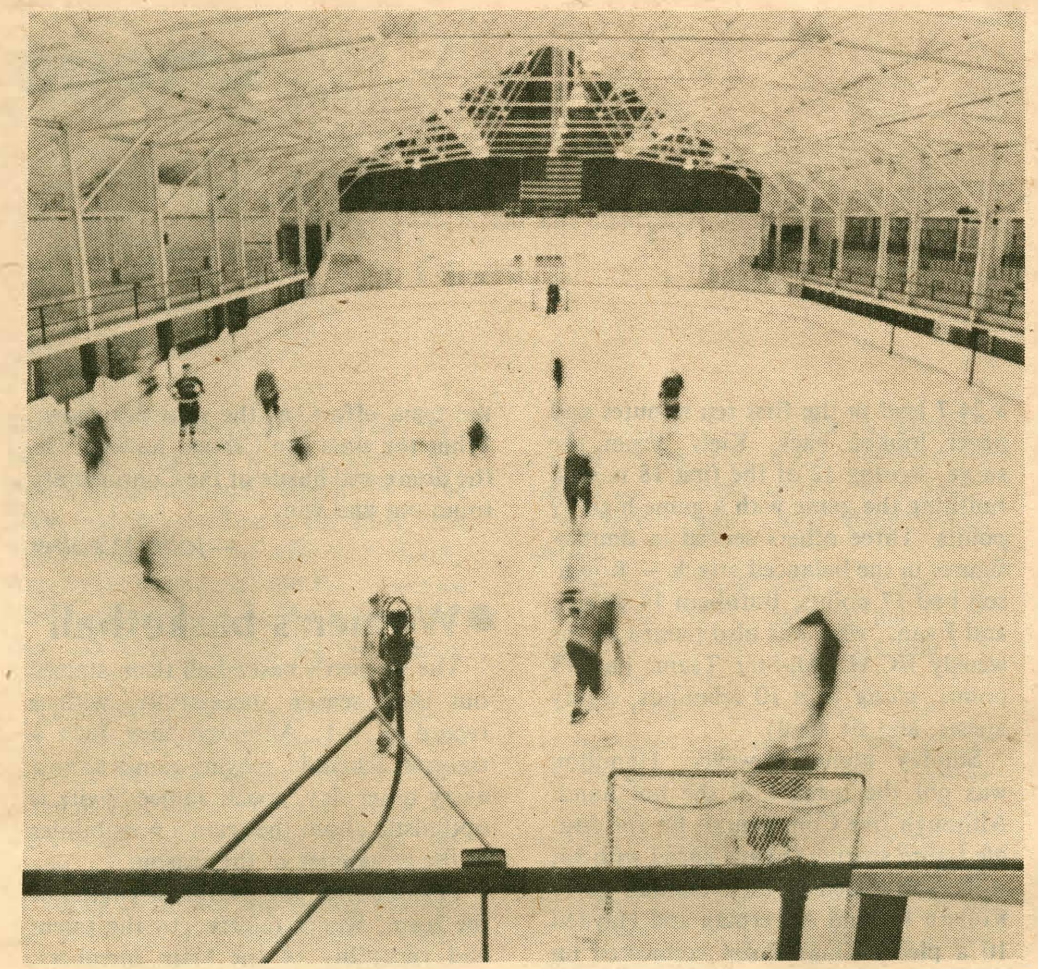
Only two problems still remain: the lack of adequate coaching for women (there are only three full-time women coaches) and the lack of representation for women in intramurals. These two important areas must be investigated by the athletic department.

The intramural program is, as Murphy stated, "very good." The intramural program has improved since the early 1970's, as the department has achieved better organization and added new activities. Hamilton has a larger number of intramural sports (about fifteen) than compatible small colleges, and, more importantly, a large portion of the student population (about three-quarters) takes advantage of the intramural opportunities.

The intramurals program, however, does have certain problems. Women are not well-represented in intramurals, and some intramural sports are poorly run. Furthermore, facilities and scheduling remain trouble spots for intramurals. The athletic department will have to work out those problems if it is to fulfill its intramural obligations.

Countering many popular arguments, the budget of the athletic department is not exorbitantly high. The *Ad Hoc* Committee's report showed that "Hamilton is not spending excessively in its athletic program relative to other schools, and, if anything, is on the low side." The budget for the athletic department "represents approximately three percent of the education and general college budget," according to the report. If the athletic department does not suddenly decide to emulate UCLA athletics, its budget will continue to be satisfactory for Hamilton.

The admissions policy for athletics



has also been closely scrutinized. Many people feel a greater number of athletes than in the past are being "recruited" and then accepted by the admission office after great pressure from the athletic department. Hamilton, due to Division III and NESCAC rules, is prevented from serious recruiting because coaches cannot visit prospective athletes, nor can they offer scholarships. As the report stated, "at the present time, academic performance and promise are the dominant considerations used in admitting students to Hamilton, as they should be."

Dean of Admission Doug Thompson concurred in an earlier issue of *The Spectator*. All athletes are admitted "the same way anyone else is," he was quoted as saying. "They go through the exact same process. We receive information from lots of sources, including coaches, music and science professors. . . . The admission committee, which evaluates all applications, takes those ratings into account when it makes its decision on the applicant."

There are a certain number of "academic-risk" students accepted who are atheletes. But the number is not very high, nor is it out of proportion when compared to other activities needing quality performers. "Varsity athletics here always have to be ancillary to the academic program. We could not change them in any way that hurt our basic academic priorities," said Dean of the College C. Duncan Rice. However, some also argue that these people help make up a healthy mix of special-skill students at Hamilton.

Murphy feels that he has a "pretty healthy program with everything in perspective." This statement is still valid; Hamilton's athletic department is well-run with quality teachers, coaches, and programs. The department has taken great strides for women in a short period of time, has continued its fine teaching programs, and has developed an enjoyable and accessible intramural system.

Has — or will — Hamilton change its priorities by too heavily supporting its intercollegiate teams? Track Coach and former Athletic Director Gene Long feels "our philosophy has changed since the Michener book. We have sought greater visibility through intercollegiate sports." Hamilton, following other schools across the nation, believes that successful intercollegiate squads will only enhance its image.

Long's fear is not so outlandish. There are subtle yet significant signs that certain teams feel pressured to win and that Hamilton does feel that its intercollegiate teams are good advertisements for the College itself. Coach Long would like to "slow down on visibility" and show "new support for intramurals." Yet he also feels that the athletic department does "stay in concert with education goals" and that the "pattern [of Hamilton sports] has not hurt the college."

"I could care less," Rice declared, "if we have losing records, as long as our contests are honorable, and as long as our students are not in a situation that their efforts lead to humiliation. I do not see this as being our situation at the moment, but I would not like such a situation to emerge."

Rice believes, furthermore, "We could not have varsity programs at all if we put less stress on varsity athletics. I am not prepared to have any program in the College that is of a quality where its defects put talented students off coming here, or where those students involved in the program are being humiliated when we put them in competition with other institutions of our sort."

A successful athletic program is like a good library: it helps the current students and helps to lure prospective ones. The athletic program at Hamilton is successful and there is every indication that it will remain so. The program has moved more towards visibility and away from intramurals since Michener's book appeared. While this trend is not yet serious enough to act on, the athletic department should now clarify and keep in perspective its goals for the future.

David Davis '84, is currently the Sports Editor of The Spectator. He will continue in this position in the spring.

sports

●Men's basketball

Hamilton's basketball program has always produced winners, compiling a 125-30 record over the past six years, and this year is certainly no exception. The Continentals have jumped out to an 8-2 record and were ranked third in New York State by the latest Coach's Poll Coach Murphy is known for his tough discipline and, indeed, the '81-'82 squad has been a perfect example.

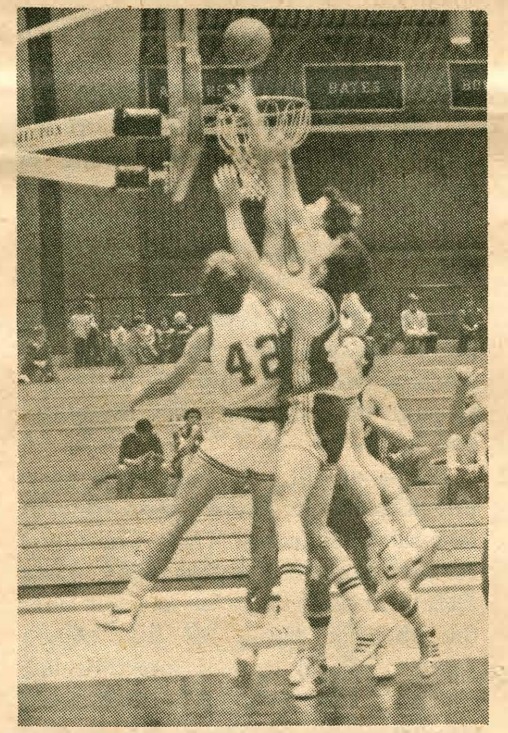
Unlike past teams' offenses which centered more around one or two individuals, Hamilton has six players who average between seven and eighteen points a game. Three years ago Cedric Oliver led the Continentals with an awesome 26.3 average (60% shooting), and for the past two years Kevin Grimmer was the offensive workhorse, last year averaging over twenty points and thirteen rebounds.

The past two weeks' results illustrate how balanced an attack the Continentals use. In the Staten Island Christmas Classic, juniors Charlie Robinson and Mark Burnham were the Hamilton standouts, both being selected to the All-Tournament Team. Robinson put on a show, scoring 47 points and grabbing 24 rebounds in the two games. But even that was not quite enough to overtake Staten Island in the final game. The Continentals had an impressive come-from-behind win the previous night against Trenton State, but their comeback fell short against the Dolphins who shot an incredible 72% from the field and held on to win, 87-73. "You cannot expect to beat a team that shoots that well from the field," conceded Murphy. "Our guys kept working and made a nice comeback. I guess we just ran out of gas at the end."

In the next game against Eisenhower College, it was junior Ronnie Evans who scored 22 points and stole the ball four times in the last eight minutes to lead the Continental assault. But it was Junior Bob Kiely's defense and Charlie Robinson's shooting that capped the 69-66 comeback victory.

Thus, the Hamilton Cagers took their 7-1 record into the Continental Basketball Tourney, and opened by drubbing defending Division III National Champion Potsdam State by a 28 point margin, 87-59. Playing before a capacity crowd of 2500, the Continentals burst to a 24-7 lead in the first ten minutes and never looked back. Kiely began the surge, scoring 12 of the first 18 points, finishing the game with a game-high 19 points. Three others scored in double-figures in the balanced attack — Robinson had 17 points, Burnham 14 points, and Evans, who was also named to the weekly ECAC All-Star Team, had 15 points, along with 10 rebounds, eighty assists, and six steals.

Sunday night, however, Hamilton was not the team with the hot hand. Although five Continentals hit for double figure scoring (Evans paced with 14, Robinson tossed in 13, freshman Larry Kollath 11, and Ackerman and Hayden 10 a piece) Kings Point connected on 72% from the field in the first half and made the pressure foul shots down the stretch to clinch a 72-71 victory. Murphy went to his bench to try to offset the



Continental basketball action in the fieldhouse

Mariner's shooting, and traded the lead seven times before Kings Point ran off six unanswered points in the last few minutes and held on to win.

The fans at the Hamilton Field House have been treated to some fine basketball performances from Coach Murphy's squad. Their 8-2 record is indicative. But, more than good, they're very exciting, always "bustin' ass" and playing the consistent ball that has become a Hamilton trademark. Moreover, every player contributes to the team effort, as the statistics show. What the stats can't show, however, is the desire and hustle of the Continentals to go out and win.

—John Webber

●Women's basketball

The women's basketball team started out their season successfully, with a record of 4-1. Although they face a rigorous schedule, playing games almost every other day, coach Janice Savitz is optimistic about the team's possibilities in the remainder of the season.

In evaluating the overall strengths of the team, Savitz referred to the talent and versatility of the team members. She stated, "our depth on the bench, and the well rounded shooting ability of the players provides us with a well balanced and powerful attack on the opposition." She takes advantage of this depth by rotating the line-up so that each player gets a chance to play at least once during the game. "This way, all of the players get more experience and won't be as nervous or have to come off the bench cold, when placed into the game." She described the overall team strategy and mode of play as a quick passing game with strong inside and outside shooting. While the team's high scorer is co-captain Kim Swank, Mary Sheehan and Sue Kusion are also strong shooters. In addition, co-captain Julie Chanatry and Jan McTiernan are the team's leading rebounders.

The team will play in two tournaments, one at the end of January at Manhattanville, and one in February at Skidmore. "Our goal is to get a bid to the State Championship to be held February 26-27," stated coach Savitz. "If we play hard, we stand a good chance."

—Wendy Suslak

●Women's swimming

Following a loss to Williams and a victory over Hartwick, the women's swim team now holds a 3-1 record. Thin in numbers with just eleven swimmers and no divers, "the women," as Coach MacDonald put it, "are hanging in there."

"Hanging in there" is an understatement as the women posted nine school records in their loss to Williams. Setting

records were Betsy Bacot in the 200 free, 50 breast and 200 breast, Cathy Imboden in the 200 back, Meg Reilly in the 1000 free, Alyson Lee in the 50 fly and Helen McGee in the 400 I.M. Kathy Tegtmeyer (50 breast) and Helen McGee (200 back) would have had records had they not been bettered by their teammates.

The women's victory over Hartwick, although producing no record times, did produce multiple winners for the Lady Continentals. Alyson Lee and Meg Reilly were both triple winners. Alyson captured the 100 free, 50 free, and the 50 butterfly while Meg copped the 500 free, 200 free and the 100 butterfly. Cathy Imboden was a double winner with victories in the 50 back and the 100 I.M. Single event winners included Betsy Bacot in the 100 breast and Helen McGee in the 200 I.M.

Despite an eleven woman roster, a definite disadvantage, coach MacDonald claims to have all the events covered except for diving. He said, "we have one person qualified for the state meet in every event except diving." The fact that the team has no divers and that it is an unusually small team appear to be the team's only weaknesses.

Luckily for coach MacDonald the women come back well, as exhibited by the multiple winners against Hartwick, and are allowed to swim as many as four times per meet. Coach MacDonald is especially impressed by their ability to bounce back from a disappointing race and swim a great race later in the same meet.

The women's swim team is a young team with Cathy Imboden currently the only senior on the squad so if they can bolster their numbers with a good recruiting year they could add depth to their talent.

—Jim Rest

●Men's swimming

Prior to their most important meet of the season against Rochester, the men's swim team is still afloat with a 2-2 record. A victory against Hobart and a loss to Williams mark their January outings to date.

A possible win against Rochester will go a long way towards giving the Continentals another winning season. A loss against Rochester will leave the swimmers struggling to attain a season's record of .500. Coach MacDonald fears that a loss "could even have a carry-over effect and harm their whole season."

This year's team is diferent than the teams coach MacDonald has had in the past. There are no superstars that the rest of the team can rely upon. According to Coach MacDonald, "Each of the individuals has to do the job that he has to do and not rely on someone else." So far Coach MacDonald feels that the swimmers have been doing just that and he said "if they continue do to that, they will be where they want to be at the end of the season and do a nice job at the States."

"People are steadily improving all the time," said an optimistic Coach, "and a continued improvement will be the key to their success. The team is basically being held together by strokers and divers, with the strengths of the squad considered to by Fly, Back, Breast, I.M., and Diving.

Ed Ptak and Bob Gordan have been dominating the diving scene in January taking 1-2 against both Hobart and Williams. Bobby Lucas has been swimming well in the 200 Butterfly while Bjorn Carlson has been impressive in the Breast. Adam Cowles has excelled in both the I.M. and the Backstroke.

The Continentals, a regular in the top 3 at the States, will try to keep in the top 5 this year. After the states it looks like it will likely be on to the Nationals for Cowles, Ptak, Carlson and possibly for Rob Galbraith and Bobby Lucas.

—Jim Rest

●Women's squash

The Hamilton College women's varsity squash team has "come a long way" according to Senior co-captains Amy Lesser and Stacey Fell. With a 5-2 win over St. Lawrence on January 6th, the squad remained undefeated after four matches. Individual victories against St. Lawrence were recorded by Lesser, number 1, Kathy Hoare, number 2, Fell, number 4, Jessie Gilbert, number 5, and Kathy Calkins, number 6. Eight matches and two major tournaments comprise the remainder of the season.

Considering that this is only the second season of women's varsity squash at Hamilton, the team has shown a marked improvement which has gained them the respect of other teams and a very respectable win-loss record during the past two years. This year the Continentals have been invited to compete for the Howe Cup at Yale University in February. The round-robin tournament has a field including many of the top women's teams in the nation such as Yale, Middlebury, and Williams. Fell commented that the Howe Cup is even more prestigious than the Women's Nationals.

In March, the team will travel to McGill University in Montreal to compete in the second half of the Canadian-American Tournament (Can-Am). The first half was played at Vassar in November, 1981. The tournament's field is composed of three U.S. teams (Dartmouth, Vassar, and Hamilton) and three Canadian teams (McGill, Queens, and York). "During the year we play with a 70^5 ball, but at the Can-Am we will be using the international ball which means that points will be longer and we will have to be in better shape," commented Fell. After the regular season ends, the squad will have two weeks to become accustomed to playing with the different ball.

Two new additions to the squad this year have contributed to the team's success. Freshman Sandra Wagg, who played squash in high school at Andover, has played extremely well according to Lesser, and has moved up the ladder to the no. 3 position. Sophomore Kathy Calkins, who is playing the no.6 position, is playing for her first year. She was a member of the Hamilton swimming team last year, but has made a smooth transition from pool to squash court. "She has steadily improved her game and should be one of the top players next year," states Fell.

Five of the top eight players will be lost to graduation this year. Consequently, the team has been working hard this year to develop new talent. "We have five or six players who have been practicing very hard with us this year," stated Lesser. "For beginners they have shown promise. The more experienced players will play with the new players to help them with their games." Both co-captains are pleased with the team's efforts in practices. "We have several new quickness, endurance, and accuracy drills which really seem to be

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paying off in our matches. We are in better shape this year, as compared to thepast, and the team this year is taking workouts far more seriously," stated Fell.

—*Adam Harder*

●Men's squash

Senior Co-Captain Bob Oberrender is quick to point out that the men's varsity squash team plays the toughest schedule of any team on the Hill. "We are doing exceptionally well this year. Currently we have an 8-3 record and all the teams we have played are in the top twenty five in the nation."

Senior John Li and freshman Paul Robbins are currently playing extremely well, according to Oberrender. In December, Li, number 1, defeated both M.I.T. and Army's number one players 3-0, 3-0, and on January 14 had no problems in disposing with Hobart's number one. "John started off slowly this year, but now he is really on top of his game," commented Oberrender. Robbins continues to improve, and his experience this year as a member of the varsity team will be invaluable next year. Currently he is also assisting in junior varsity practice.

Number 9 Dave Cannon will be studying abroad for the remainder of the year, and thus Alec Lipkind, Van Mount, Tony Kemper and David Bradley are fighting for his position on the varsity. Both Kemper and Bradley have moved up from junior varsity.

The team is hoping for a strong performance in the Intercollegiate Tournament at Williams College in March. Oberrender hopes that the squad will end the season being ranked in the top fifteen in the nation. "Our top six players go to Williams to compete in the Intercollegiate, and we are hoping for a strong performance from each individual. Furthermore, if we can defeat Cornell and Vassar during the regular season, we should be in the running for the most improved team in the nation."

Seven of twelve players will be lost to graduation this year. Consequently, through the efforts of Peter Barnard and Oberrender, a junior varsity team was organized. "Many of the j.v. players this year will be members of the varsity next year. One problem, however, is that the j.v.'s have been unable to play any official matches other than among themselves or with the

women's varsity. No teams in our area have junior varsity teams," stated Oberrender.

—Adam Harder

●Women's hockey

The women's hockey team, in only its fourth year of official club standing, has become a formidable force in intercollegiate athletics.

Kirkland College's ice hockey club was very informal. Although it was given ice time, its only opposition was against fraternities in intramural competition. Upon the merger with Hamilton in 1978, the skaters were given daily ice time and a student coach, a more structured training schedule in preparation for the season's four intercollegiate match-ups. Because of the shortage of equipment, some players went without any — most had merely helmets and shin-guards.

In 1979, the team entered under the leadership of Ken Howe, then a sophomore, as coach. Four year veteran, Senior Jennifer Colapietro stresses that Howe has "single-handedly improved the program" by devoting much time, both through coaching duties and fighting for funding for the team. His first year was marked by more material acquisitions and an expanded schedule (eight games).

The past two years have been good ones for the women's hockey team. They now have all the needed equipment, a full eleven-game schedule and a caring coach and skaters. In addition, there has ben an influx of former high school hockey players, providing needed depth.

Last year there had been so much interest generated about the team and so many women wishing to play the sport that a B-team was formed to attend regular practices while playing solely on the intramural level. In total, there are over forty Hamilton female hockey players.

Although presently 1-3, the skaters feel that they have made great improvements this year. Unfortunately, so have the other teams. The season's first game was a 4-2 win over Colgate, which Colapietro termed "probably the best game we've ever played." The next three games were losses handed over by Skidmore (twice) and RIT.

The next two home games are versus Oswego on February 4, and Colgate on February 10.

—Martha Appenzeller

●Men's hockey

Beset by injuries and lacking experience, the 1981-82 Hamilton Continental hockey squad has fallen upon hard times this season. After making the ECAC playoffs last year, the team came into this campaign with plenty of optimism and loads of healthy players. The situation changed drastically in mid-January. With 3-7-0 record at press time and a slew of injuries, the icemen were preparing for games with patchwork lines and gaps in their leadership corps.

"We've been hit very hard," commented Batt. "We'll be competitive and give the playoffs a shot, but we've lost some key players and, more importantly, some key leaders."

The Continentals have only two seniors (Graves and Nasto) and three juniors on this squad dominated by sophomores and freshmen. The defense has suffered the most from inexperience. The team is having problems moving the puck out of the defensive zone. The crucial transformation from defense to offense initiated by the defensemen has been sputtering.

"We're young. When we make a mistake we don't have the confidence to take it in strike," noted freshman Tom Duff. "Sometimes we lose our composure after a bad play and that only adds to the problem."

Due to defensive lapses, goalkeeper Michael Cassier has been put under a great deal of pressure. To date he has had to make fifty or more saves in five games.

"Cassier has picked us up," stated left winger Bob Howe. "Without him we would have been in deep trouble in a few of our games."

The offense has been led by last season's scoring sensation Mike Marta, who had 21 points to his credit after the Potsdam contest. The line of Marta, Graves, and Lahey was a top-flight unit which supplied most of the firepower fo the Continentals. With the loss of Graves, Batt has been forced to shuffle various personnel into the wing slot on that line. The squad is lacking another big goal scorer to complement Marta's proficiency.

"We can't rely on Michael Marta for all of our goals," said Peter Smith. "We need to get more of the forwards scoring more often."

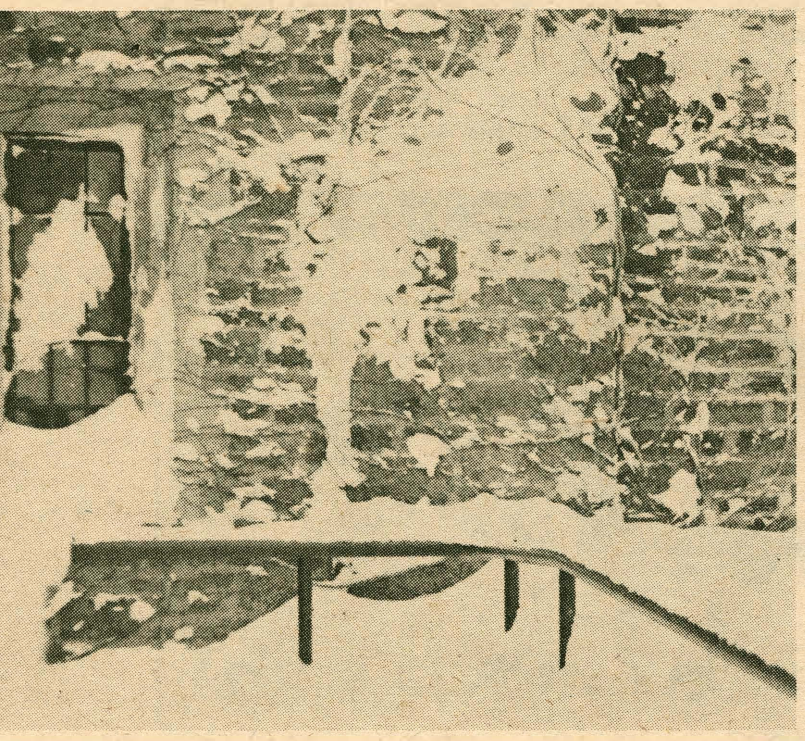
With a 3-7-0 record entering the week of January 16, the Continentals must kick into high gear if they expect to reach the .500 mark. However, as can be seen from watching the team on ice, these players possess plenty of spirit and drive.

Noted Batt, "This group of young men wants to win desperately. They know they are undermanned, young, and small, but they also know they are a talented bunch capable of defeated top teams like Oswego. Some of the teams we've lost to have been superior clubs (Norwich, Williams, RIT, Union) with four excellent lines. We'll be heard from this year, you can count on that."

—Bill Bruce

Men's hockey action in the slot

Winter 1982: parting shots



Debunking the myths

by Matthew Zucker

I've spent the last three and one-half years of my life at Hamilton College. In the next few days, I will be packing up my belongings, and heading off the Hill. But I won't be going empty-handed. I will be carrying a few things I've learned at this place.

After all this time, I've learned a lot about a lot of different people. I've also learned a lot of school stuff, too. But, when you get right down to it, nobody really cares about dactylic hexameters, or genetic codes in fruit flies.

The most important thing I've learned is that most people are wrong about the vast majority of information they have at their disposal. They allow themselves to be fooled by everyone else.

For example, we like to think we are rational and, especially here, somewhat learned. But when you get right down to it, we're not so much interested in questions of existence or other esoteric academic nonsense. We're really interested in the basic things, like sex, or food. If you were at a cocktail party and you wanted to focus attention on yourself, how would you do it? Would you mention, loudly, your opinion on the new trend of conservativism sweeping the country? Or would you whisper that you know who your hostess is sleeping with?

We like to think we're motivated by the highest urges, but try discussing the nature of God with a hungry man. Bring out the chips and dip, and watch his eyes.

Much of life at Hamilton is, I've found, lived in the same manner. We operate, largely, under the protective cover of a set of basic assumptions that are, when you get right down to it, groundless. They are what society tells us we are. But when we get the chance to show off humankind at its very best, producing scholars or "Renaissance men," there we are yelling for another beer truck.

In this space, I am going to pull back the cover from some of the most essential beliefs — I call them myths — of undergraduate life at Hamilton, and expose them for what they are. I will probably offend a good deal of people in the bargain, but what the hell, I'm graduating.

□ □ □

Myth Number One: Utica Is No Fun.

Don't kid yourself; it could be worse. It could be Troy.

Myth Number Two: Fraternity Parties Are Fun.

There ought to be a psychological principle to explain why people enjoy wall-to-wall, sweating bodies, warm beer, and minimal conversation. If there isn't one already, I would like to add to medical history and invent one. I'd call it the Lemming Principle.

The only reason people go to a frat party is because everyone else is there. Unless they like the smell of sweat.

I'm sure they would all have the same amount of fun if they were to hang out and watch TV. Or just hang out. It doesn't take much of an imagination to top the enjoyment gleaned from standing in line at a keg.

Myth Number Three: Deans Have Different Names Than Other People.

A friend has a theory about why deans use their first initial and their middle names. His theory, and I don't think it is all that uncommon a one, is that this type of name commands authority. It is a symbol of command that will evoke automatic deference to power, like a leather briefcase.

But this misses the point. The real reason is the most obvious one. Deans use their first initials and middle names because people with these names tend to become deans. Think of all the people you know with this type of name. Wouldn't they make good deans? Or college presidents? That is, if they aren't already.

Myth Number Four: Fraternities Are Evil.

When you really get down to it, fraternities are just special interest housing with history and a "Task Force." Would you say the Spanish House is evil?

Myth Number Five: There Is Something Inherently Interesting About Don's Rok

It's very nice to be "trendy." It's comforting to be in a crowd; it's a form of security. Children hug teddy bears, and adults do "in" things.

Don's Rok has very little to offer. Yet every night, a crowd of Hamilton students make their world-weary way to the Rok for an evening of fun. Why do they go there? And, more importantly, why do they claim it is so great?

They surely cannot go there for the atmosphere, the service, or clean rest rooms. Some claim they go to the Rok to meet people from the local area. This argument might hold water if there weren't plenty of other ways to meet local people. I don't see any of these people hanging around the Village Pharmacy trying to make friends.

When you get right down to it, the only reason people frequent the Rok is themselves. They go there to "see and be seen." I think the whole Rok crowd would probably have just as much fun if they formed a bowling team, arranged barbecues, or took up a hobby all together. They could collect stamps.

Myth Number Six: The Stryker Campus Is Better Than The Kirkland Campus, or **The Kirkland Campus Is Better Than The Stryker Campus** (less frequent, but more vehement).

The grass is always greener on the other side. Everyone is never satisfied.

A little difference of opinion never hurt anybody. Even though there does seem to be general agreement about Bundy.

Myth Number Seven: Male Bonding

What do males bond with? Male glue?

I am never quite sure whether or not the idea of male bonding is a joke. The concept is funny, at least.

There is, however, absolutely nothing wrong with men who want to live exclusively with other men. But to suggest that fraternal living provides something positive and important beyond the realm of co-ed living is silly. Besides, what about female bonding? Or male-female bonding?

It seems like "bonding" goes on in every institution or organization of more than one person. One can join the Spanish House to learn and speak Spanish. You probably get in some choice bonding, too. Does one join a fraternity to become male?

Myth Number Eight: Professors Like To Be Called By Their First Names.

It is tempting to think that people want to be your friend. But any professor must cringe upon seeing you advance, determinedly, with a bright "buddy-buddy" look in your eye, and their first name on your lips.

Wouldn't you?